

DOCUMENT RESUME

ED 347 355

CE 061 597

AUTHOR Gray, Barbara
TITLE Project S.T.A.R.S. Student Training at Retail Stores. Cooperative Demonstration Program. Final Performance Report.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 1 Dec 90
CONTRACT V199A90179
NOTE 334p.; For related documents, see ED 320 352 and ED 327 729.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS *Career Education; *Cooperative Education; *Cooperative Programs; Curriculum Guides; Demonstration Programs; Distributive Education; Emotional Disturbances; Grade 11; High Schools; *Job Placement; *Job Skills; Learning Disabilities; Material Development; Moderate Mental Retardation; Program Effectiveness; Program Evaluation; *Retailing; Salesmanship; Sales Occupations; School Business Relationship; Speech Handicaps; Student Employment
IDENTIFIERS High School Juniors; *Student Training at Retail Stores Project NY

ABSTRACT

The Student Training at Retail Stores (STARS) project was evaluated during the 1989-90 school year. With the collaboration of business a 3-semester program of intense occupational, vocational, and career education was developed to enhance job skills and secure retail sales jobs for high school juniors with moderate learning, speech, emotional, and intellectual disabilities. Project STARS served 83 students at 7 high schools in Queens, New York. Findings from coordinator and student surveys indicated the following: coordinators judged the curriculum positively; nearly 60 percent of students rated at least one of the classroom or workshop activities or topics as "excellent"; more than 94 percent reported their level of knowledge or self-esteem was positively affected; and more than 38 percent acquired jobs. (The 26-page report is followed by an evaluation of the 1988-89 project. Other attachments consist of information for project replication, including workshop, business linkage, and worksite descriptions; feedback from students, educators, private industry, and parents; materials on career awareness seminars; follow-up letters to meetings with personnel directors that led to student job opportunities; letters to administrators; and a 158-page curriculum guide with lessons, teaching strategies, and activity sheets on attendance and punctuality; dress and makeup; communication skills; interviewing; loss prevention; customer service; selling techniques; sales equipment; safety; retail merchandising; human relations; and quality control.) (YLB)

ED 347 355

**Project S.T.A.R.S.
Student Training at Retail Stores**

**Cooperative Demonstration Program
Office of Vocational and Adult Education
United States Department of Education
Award #199A90179**

December 1, 1990

FINAL PERFORMANCE REPORT

SUBMITTED BY:

**Barbara Gray
Queens High Schools
105-25 Horace Harding Expressway
Corona, New York 11368
(718) 592-4496**

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

BEST COPY AVAILABLE

CC 061 597

ACKNOWLEDGEMENTS

This report could not have been completed without the participation of the following people. Stella Halpin, Director of Project STARS, helped distribute survey forms, plan interviews and collect data. Martha Hare aided in organizing and summarizing the data and materials. Gilberto Mendez helped prepare the surveys for data entry, and Daniel Light organized the data for computer processing. We thank Kelli Henry for analyzing the data and writing the report.

We would also like to thank Gaylen Moore who edited the report, and Donna Manton for formatting and preparing the final draft.

Additional copies of this report are available by writing to:

Ronald C. Miller
Special Education Evaluation Unit
Office of Research, Evaluation, and Assessment
110 Livingston Street - Room 736
Brooklyn, New York 11201

Project STARS
1989-90

SUMMARY

The Student Training at Retail Stores (STARS) project was funded by the U.S. Department of Education and administered by the Division of High School's Special Education Operations Unit. The program's mission was to develop and implement, with the collaboration of local business and the Board of Education, a three-semester program (January 1989 through June 1990) of intense occupational, vocational, and career education. The purpose of Project STARS was to enhance job skills and to secure retail sales jobs for high school juniors with moderate learning, speech, emotional, or intellectual disabilities.

This report is an evaluation of the September to December 1989 and January to June 1990 semesters. The Office of Research, Evaluation, and Assessment (OREA) also evaluated the 1988-89 program. During these semesters Project STARS served 83 students at seven high schools. Findings indicate that Project STARS satisfactorily implemented three program areas: curriculum development, classroom instruction, and workshops. The curriculum was judged positively by coordinators, and nearly 60 percent of the students rated at least one of the classroom or workshop activities and/or topics as "excellent" in quality.

Fall semester students liked the prospect of employment, the social support, and the knowledge gained. Spring semester students were more pleased with the interpersonal relations but less pleased about their prospects for securing employment. This may be due to disappointment in not being able to get or keep a job during the semester.

Fall students suggested more trips and hands-on experiences. Spring students wanted more involvement, especially

through real job interviews and workshops. Coordinators also suggested more student involvement. In the spring, they suggested expanding the program beyond retail employment, organizing students' and coordinators' schedules to enable the active reinforcement of good work habits through work site follow up, and having more business involvement.

The outcomes are positive: more than 94 percent of the students reported that their level of knowledge and/or self-esteem was positively affected by instruction or workshops. More than 38 percent of the students report that they have acquired jobs, about one-third of them with the school's assistance. OREA found that students who secured jobs through school considered Project STARS to be more useful and their jobs more satisfying than those who secured jobs independently. This difference may be due to the ability of school personnel to arrange for higher-level jobs and to match jobs with students. Also, the added support of the program may positively affect the employer-employee relationship. This outcome supports the goal of Project STARS to combine academic instruction and practical work experience.

Based on these findings, OREA makes the following recommendations.

- Arrange for more activities requiring direct student involvement.
- Arrange for more involvement on the part of business, especially to provide jobs.
- Make time available for Project STARS teachers to follow up on students at job sites.

TABLE OF CONTENTS

	<u>PAGE</u>
I. INTRODUCTION	1
II. EVALUATION METHODOLOGY	2
III. EVALUATION FINDINGS	5
IV. CONCLUSIONS AND RECOMMENDATIONS	24

LIST OF TABLES

	<u>PAGE</u>
TABLE 1: Quality of Activities as Reported by Fall Students	12
TABLE 2: Quality of Activities as Reported by Spring Students	13
TABLE 3: Effects of Activities on Level of Knowledge and Self-Esteem as Reported by Fall Students	17
TABLE 4: Effects of Activities on Level of Knowledge and Self-Esteem as Reported by Spring Students	18
TABLE 5: Job Satisfaction and Program Usefulness as Reported by Students with Jobs in the Fall	20
TABLE 6: Job Satisfaction and Program Usefulness as Reported by Students with Jobs in the Spring	21

I. INTRODUCTION

PROGRAM BACKGROUND

The Student Training at Retail Stores (STARS) project was primarily funded by the U.S. Department of Education and was administered by the Division of High School's Special Education Operations Unit. The program's mission was to develop and implement a three-semester program (January 1989 through June 1990) of intensive occupational, vocational, and career education with the collaboration of local business and Board of Education (B.O.E). The purpose of Project STARS was to foster and enhance the employability skills of the target students and place them in entry-level retail sales jobs. The target population consisted of special education high school juniors with mild learning, speech, emotional, or intellectual disabilities who were enrolled in an occupational or vocational education program leading to a diploma. The STARS project was to be implemented at seven public high schools (six academic-comprehensive and one vocational-technical) located in the borough of Queens.

REPORT FORMAT

This report presents OREA's evaluation of Project STARS' 1989-90 program year. The report is organized as follows: the evaluation methodology is described in Chapter II, evaluation findings are presented in Chapter III, and OREA's conclusions and recommendations are discussed in Chapter IV.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

OREA evaluated the process and perceived quality of program implementation and evaluated five program outcomes over the fall and spring semesters of the 1989-90 school year. Based on the program objectives set by the Special Education Operations Unit, OREA generated corresponding evaluation objectives. When possible, implementation and outcome questions that were asked in the 1988-89 evaluation were asked again in 1989-90 for continuity. They are listed below.

Implementation Questions

- What were the criteria for selecting students to participate in STARS?
- What percentage of teachers had access to the project curriculum and how did they rate it?
- What were the activities and topics covered in Project STARS classes and workshops?
- What was the students' perception of program quality?
- What was the coordinators' perception of program quality?

Outcomes Questions

- Did the program activities increase the students' level of knowledge?
- Did the program activities increase the students' self-esteem?
- Did students in the program obtain satisfying jobs?
- Did students consider the program useful in finding and keeping a job?

EVALUATION PROCEDURES

SAMPLE

Project STARS was implemented at seven school sites in Queens. OREA planned to survey the full population of 83 students (about twelve students from each school) and seven coordinators participating in the program.

Instrumentation

OREA developed two survey instruments. The form for coordinators elicited information on classroom instruction and student workshops, curriculum utilization, staff development, student eligibility, the integration of Project STARS in each school, and perceived program quality. The student form elicited information on STARS classes and workshops, work experience, and perceived program quality. Both forms presented Likert scales of six ordinal categories and asked open-ended questions.

DATA COLLECTION

OREA gathered data on STARS in the fall semester and again in the spring semester in order to record any mid-year changes. To gather fall data, OREA provided the project director with survey forms for all students and coordinators in January of the program year. OREA received data on six of the seven coordinators (85.7 percent) and 72 of the 83 students (86.7 percent). The following May, OREA again provided the project director with survey forms for all students. OREA received data on 73 of the 83 students (88 percent). For the spring semester, OREA interviewed coordinators in order to gain a more in-depth understanding of the program. The interviews took place in mid-May and data was received from all seven coordinators (100 percent). All data presented in this study are based on these responses.

DATA ANALYSIS

In order to determine whether STARS had achieved its evaluation objectives for both program implementation and program outcomes, OREA conducted the following analyses. For program implementation questions, the responses to the relevant items on the coordinator surveys and interview schedules were coded, tallied, and the frequencies were calculated. To learn about students' perceptions of program quality, responses on the student data retrieval forms were used. OREA staff also observed program activities and had a series of informal interviews with the project director.

To determine the achievement of program outcomes, OREA analyzed student responses to the Likert scale items on pre- and posttests. Using these scales, changes in students' level of knowledge and self-esteem were measured. Students also indicated their level of job satisfaction on these scales. Consultants coded, aggregated, tallied and calculated the frequencies of student responses to generate information about these program outcomes. Variables indicated by the six point Likert scales were collapsed into an ordinal scale of three categories.

III. EVALUATION FINDINGS

OREA's evaluation of Project STARS in 1989-90 addressed program implementation (student selection criteria, curriculum utilization, classroom instruction, workshops, and perceived program quality) and program outcomes (change in level of knowledge, self-esteem, and student employment).

PROGRAM IMPLEMENTATION

Program Staffing

The program was staffed by one project director and seven coordinators, one in each school. The project director was responsible for the overall administration of program activities, the supervision and completion of project activities, the training and coordination of coordinators, the development of a curriculum guide, and a videotape document of workshops. The project director worked closely with business representatives in creating a list of available jobs, and with OREA in the collection and preparation of the evaluation instruments and data.

The project director was based at the Queens High School District Superintendency. The position was filled by two people, each working on a part-time basis during fall 1989. One of these was the previous project director, who had been promoted to another position within the Board of Education. This sharing of the leadership between the previous and new directors provided a continuity in the program that was further enhanced by the fact that the second director was drafted from a STARS coordinator position. By the spring semester, the new project director was working alone in the position full-time.

Coordinators were responsible for teaching the occupational and/or vocational education curriculum, meeting with the project director to assist in creating a replicable and transferable curriculum guide, and assisting students in job placement and visiting students' work sites to assess the quality of students' work and job experience.

Program Activities

Project STARS included four major program activities: classroom instruction, workshop participation, curriculum development, and student employment. Classroom instruction consisted of an occupational education series that met five times a week for a total of 80 sessions each term. STARS students fulfilled the requirements of their regular academic program along with those of the project during regular school hours.

Project STARS staff, in cooperation with representatives from Alexander's Department Store, developed a series of workshops. The topics covered in the workshops presented in fall 1989 were loss prevention, customer service, selling techniques, and sales equipment. In Spring 1990, the topics covered were safety, retail merchandising, human relations, and quality control.

The Division of High Schools' Office of Special Education Operations produced a curriculum guide designed to enhance the workshop experience of the students. Coordinators were able to use the curriculum lessons best suited for the needs of their students, for example, as preparation for workshops, or follow up, or both. In addition, occupational education teacher-coordinators were free to incorporate their own areas of expertise into their daily activities. In this way the program was able to provide an integrated educational experience, because workshops were closely tied to class topics and activities.

The STARS design included a sequence of student employment activities distributed over the three semesters of the project's existence. In the spring and summer of 1989, during the students' junior year, the coordinators helped place students in summer jobs and part-time jobs after school or on weekends. The concluding sequence came this program year, when the seniors were placed in cooperative education work experience programs in which they attended school for one week and worked full-time during alternate weeks.

Student Selection Criteria

OREA asked teachers to identify the criteria used to establish student eligibility for participation in the program. The six coordinators who responded to this question indicated that eligibility in the fall was based on the students' behavior or reliability, as demonstrated by good attendance and social skills; the need for employment-related training due to particular learning disabilities or the need for motivation, attention, and training; and students' age or class. In the spring, the six respondents indicated that eligibility was based on students' age or grade, willingness to work, and behavior or reliability.

The mid-year shift of emphasis from student behavior and need of training to students' age or class and willingness to work may reflect the need for mature and motivated students with a certain academic skill level.

Curriculum Development and Utilization

In addition to the four curricula developed last year (attendance and punctuality, proper dress and makeup, communication skills, and interviewing) project staff developed eight more in 1989-90. In the spring, the new curricula focused on loss prevention,

customer service, selling techniques, and sales equipment. In the fall, the focus was on safety, retail merchandising, human relations, and quality control. All eight curricula have been compiled in a curriculum guide for Project STARS entitled Success in Retailing.

Five out of six of the fall coordinators reported that the STARS curriculum had been made available to them. Two respondents described it as "very appropriate," three considered it "appropriate," and only one found it "somewhat inappropriate" for the student population they taught. Three out of five respondents described the curriculum as "very relevant" for the goals of the program and two respondents found it "relevant."

In the spring, five out of seven respondents reported that they had received the curriculum and four out of six described it as "very appropriate." One respondent considered it "appropriate" and another reported it to be only "somewhat appropriate" for the student population they taught. All six respondents reported that the curriculum was relevant for the goals of the program. These findings indicate that coordinators found the curriculum increasingly appropriate for their student population and relevant for the goals of the program.

If coordinators did not receive STARS curriculum they were asked what they did to compensate for the lack of materials. In the fall, one respondent said that occupational education books were used to supplement classes, and another commented that the curriculum provided did not last a full year. The three spring respondents indicated that they created their own course and curriculum, elaborated on the fall curriculum, followed up on workshops, ordered new books, and looked at "real life" problems. This suggests that teachers felt free to contribute to and adapt project curriculum.

Classroom Instruction

Project STARS classes were held daily and totaled approximately 80 sessions per semester. From the start of the 1989-90 school year, students' schedules were planned to accommodate STARS classes, thus providing an integrated and streamlined academic employment experience.

OREA asked coordinators to identify the topics covered in the fall classroom sessions. They were, in descending order of frequency, customer service, communication skills, and loss prevention. The accompanying activities reported by the six respondents were role playing, discussion and counseling, and decision-making.

In the spring, the seven coordinators identified the following as topics covered in the classroom: how to gain and maintain employment, on-the-job skills, and interpersonal and work relations. Activities associated with these topics were reported to be, in descending order of frequency, role playing, decision-making, and group discussion or peer evaluation.

Six respondents from the fall reported that the classroom activities were specifically designed to help students develop special skills, such as communications skills in speech, writing and body language, interviewing skills including appropriate dress, and skills in how to gain and maintain employment. The skills targeted in the spring were communication skills, appropriate behavioral and attitudinal skills with an emphasis on improved self-esteem and self-confidence, and skills for finding and keeping employment. These findings indicate that classroom instruction complements the areas covered in the curriculum.

Workshops

Project STARS organized four workshops per semester. As described by the director, each workshop was hosted by the director, and featured a guest speaker representing one area of retailing. The purpose of the sessions was "to give the student an in-depth look at the real world of retailing." The sessions were videotaped and made available to site coordinators for use in conjunction with classroom activities.

The project director listed the fall workshop topics as loss prevention, customer service, selling techniques, and sales. The six coordinators reported that the related workshop activities were lectures by guest speakers, hands-on activities with sales equipment, mock interviews, a tour of an Alexander's Department Store, and videotaping workshops. The spring workshop topics were safety, retail merchandising, human relations, and quality control. The activities provided by the workshop presenters were: hands-on experience with a cash register, role playing, grooming, (including hair cuts and clothes shopping) hand outs on safety, group problem-solving, a store tour, and lectures. These findings indicate a matching of workshop and curriculum topics.

An example of the program's creativity and integration of academics and employment was the workshop on proper hair grooming conducted by the staff members of Se Salon Hairdressers. The students were given businesslike hairstyles and instructed in their daily care and maintenance. Another example of creativity, said the project director, was the workshop conducted by A&S Department Store. Students were treated to a breakfast and a conference in the A&S board room which they attended with A&S managers and assistant managers. Each student was then assisted by two representatives of the store in the selection and fitting of one appropriate interview outfit. Funds for this clothing were provided in the original grant for Project STARS.

Participants' Perception of Program Quality

Students' Perceptions. Of the 72 students who responded to OREA's fall survey, nearly 60 percent rated one or more of the topics and activities as "excellent" in quality (see Table 1). Less than five percent of respondents rated any activity or topic as "poor" in quality. Similarly, of the 72 students who responded to OREA's spring survey, nearly 60 percent rated one or more of the topics and activities as "excellent" in quality (see Table 2). Furthermore, indicating an improvement over the previous semester, only three percent rated any activity or topic as "poor" in quality. This finding suggests that the topics and activities selected by program personnel for both semesters were very much on target as far as student participants were concerned.

OREA asked students to identify what they liked most about Project STARS. Fall responses, in descending order of frequency, are that they liked the prospect of getting a job, the interpersonal relationships, the workshops, and the knowledge gained. The spring students gave the following breakdown of what they liked most about Project STARS, the interpersonal relationships, the knowledge gained, and the concrete rewards such as wages.

Students appear to be more pleased with their interpersonal relations but less pleased about their prospects of getting a job. This may be due to their disappointment in not being able to get or keep a job during the semester. Also, the student survey was distributed near the end of the school year, before students received the clothing provided by A&S. The timing of the clothing distribution, coupled with the lack of jobs, limited the enjoyment of concrete rewards such as wages and improved appearance, and may account for the relatively low positive response rate.

Table 1
Quality of Activities as Reported
by Fall Students

(In Percents)

STUDENT RATINGS	CLASSROOM		WORKSHOP	
	Topics ^a	Activities ^b	Topics	Activities
Excellent	73.6	74.6	59.7	65.3
Average	23.6	22.5	37.5	30.5
Poor	2.8	2.8	2.8	4.2
Total ^c (N)	100.0 (72)	99.9 (71)	100.0 (72)	100.0 (72)

Source: OREA-developed Student Survey, Fall 1989

^aThese findings are in response to the survey question, "How would you grade the things talked about in your Project Stars classes?" The same question was asked with reference to the workshops.

^bThese findings are in response to the survey question, "How would you grade the things the class did during your Project Stars classes?" The same question was asked with reference to the workshops.

^cTotals vary because of missing data on individual items.

- *Nearly 60 percent of the students rated at least one of the activities and/or topics as "excellent" in quality.*
- *Less than five percent of the students rated any activities or topics as "poor" in quality.*

Table 2
Quality of Activities as Reported
by Spring Students

(In Percents)

STUDENT RATINGS	CLASSROOM		WORKSHOP	
	Topics ^a	Activities ^b	Topics	Activities
Excellent	70.9	83.3	69.1	59.2
Average	26.4	13.9	28.2	39.5
Poor	2.8	2.8	2.8	1.4
Total ^c (N)	100.0 (72)	100.0 (72)	100.1 (71)	100.1 (71)

Source: OREA-developed Student Survey, Spring 1990

^aThese findings are in response to the survey question, "How would you grade the things talked about in your Project Stars classes?" The same question was with reference to the workshops.

^bThese findings are in response to the survey question, "How would you grade the things the class did during your Project Stars classes?" The same question was asked with reference to the workshops.

^cTotals vary because of missing data on individual items.

- *Nearly 60 percent of the students rated at least one of the activities and/or topics as "excellent" in quality.*
- *Less than three percent of the students rated any activities or topics as "poor" in quality.*

OREA asked students to identify what they disliked about Project STARS.

The fall and spring response patterns to this question were identical. The most common dislike was not getting a job, followed by the workshops, and taking so many trips. Next, OREA asked students how Project STARS could be improved. Again, the spring response pattern replicated the fall findings. The most common suggestion was to have more demonstrations or actual interviews, followed by the suggestions of more topics and trips or workshops. These findings indicate that students would like to be more actively involved in the program, be it through employment, workshops, or classroom settings.

Coordinators' Perceptions. OREA asked coordinators how appropriate the workshop activities were for their students. Of the six fall coordinators none found the workshop activities "inappropriate," five found them "appropriate," and one described them as "very appropriate." Of the seven coordinators in the spring, six described the workshop activities as "very appropriate" and the remaining respondent found them "appropriate." This finding suggests that the coordinators' perceptions of the appropriateness of project workshops has increased during the year.

Next, coordinator respondents were asked how appropriate the workshop topics were for their students. Five of the six coordinators in the fall found the topics "appropriate" and one described them as "very appropriate." Illustrating a dramatic increase in the perception of the appropriateness of workshop topics is the fact that five of the seven coordinators in the spring described the workshops as "very appropriate" for their students and two found them "appropriate."

The responses given by coordinators when asked about the overall quality of the workshop presentations illustrate the improvement in workshop quality from the fall to the

spring semester. Whereas in the fall only one respondent in seven found the workshop presentations "excellent," five of the seven spring respondents described them as "excellent," and only two described them as "average."

Coordinators identified several positive aspects of the project: the connection it provided for students to the world of work, the interpersonal relationships, and the skills taught. Similarly, coordinators in the spring identified: the support the program provided students, the connection it provided students to the work world, and the practical and interpersonal skills it provided.

Coordinators made the following recommendations. In the fall, they suggested more direct student involvement, more variety in the types of jobs covered, and more equipment. In the spring, coordinators again suggested that the program be oriented towards more types of jobs. They also suggested a stronger emphasis on work, noting that this could be accomplished by coordinating schedules or providing more time for coordinators to follow-up on students at job sites. Coordinators also suggested that more business involvement is needed for positive work experiences. Lastly, they suggested a focus on the more needy students. These findings suggest that coordinators, like students, continue to support direct student involvement, especially in the form of positive work experiences.

PROGRAM OUTCOMES

OREA analyzed five outcome objectives: whether program activities significantly increased the students' level of knowledge and self-esteem, whether students were employed, and if so, whether they found the program useful and their jobs satisfying.

Level of Knowledge and Self-Esteem

To determine whether program activities increased students' level of knowledge and self-esteem, OREA asked students if they had learned anything new in their Project STARS classes or workshops and how each of these activities made them feel about themselves. More than 94 percent of the students responding in the fall reported that their level of knowledge and/or their self-esteem had been positively affected by at least one of the program activities (see Table 3). Furthermore, 65 percent of the fall respondents reported that their level of knowledge and/or their self-esteem were "very positively" affected by at least one of the program activities.

Spring responses also indicated that more than 94 percent of students reported that their level of knowledge and/or their self-esteem had been positively affected by at least one of the program activities (see Table 4). Furthermore, indicating an improvement over the previous semester, more than 69 percent of the spring students reported that their level of knowledge and/or their self-esteem were "very positively" affected by at least one of the program activities.

A cross-semester comparison of these figures shows that participation in Project STARS did increase student's level of knowledge in both the classroom setting and workshops, 4.1 and 2.7 percentage points, respectively. Students also reported that participation in workshops helped increase their self-esteem (by 1.4 percentage points), although classroom instruction failed to do so (a decrease of 4.1 percentage points). These results suggest that Project STARS achieved its evaluation objective of increasing students' knowledge and self-esteem either through instruction or workshops or both.

Table 3
Effects of Activities on
Level of Knowledge and Self-Esteem as Reported
by Fall Students
(In Percents)

Level of Knowledge or Self- Esteem	ACTIVITIES			
	Classroom Instruction		Workshops	
	Knowledge ^a	Self-Esteem ^b	Knowledge	Self-Esteem
High	65.3	76.3	73.6	78.9
Medium	29.2	22.2	22.3	16.9
Low	5.5	1.4	4.2	4.2
Total ^c (N)	100.1 (72)	99.9 (72)	100.1 (72)	100.0 (71)

Source: OREA-developed student survey, Fall 1989

^aThese findings are in response to the survey question, "Did you learn anything new in your Project Stars classes?" The same question was asked with reference to the workshops.

^bThese findings are in response to the survey question, "How did your Project Stars classes make you feel about yourself?" The same question was asked with reference to the workshops.

^cTotals vary because of missing data on individual items.

- *More than 94 percent of fall respondents reported that their level of knowledge and/or their self-esteem had been positively affected by at least one of the program activities.*
- *More than 65 percent of respondents reported that their level of knowledge and/or their self-esteem were very positively affected by at least one of the program activities.*

Table 4
Effects of Activities on
Level of Knowledge and Self-Esteem as Reported
by Spring Students
(In Percents)

Level of Knowledge or Self- Esteem	ACTIVITIES			
	Instruction		Workshops	
	Knowledge ^a	Self-Esteem ^b	Knowledge	Self-Esteem
High	69.5	76.1	71.8	80.3
Medium	29.1	18.3	26.8	16.9
Low	1.4	5.6	1.4	2.8
Total ^c (N)	100.0 (72)	100.0 (71)	100.0 (71)	100.0 (71)

Source: OREA-developed student survey, Spring 1990

^aThese findings are in response to the survey question, "Did you learn anything new in your Project Stars classes?" The same question was asked with reference to the workshops.

^bThese findings are in response to the survey question, "How did your Project Stars classes make you feel about yourself?" The same question was asked with reference to the workshops.

^cTotals vary because of missing data on individual items.

- More than 94 percent of the spring students reported that their level of knowledge and/or their self-esteem had been positively affected by at least one of the program activities.
- More than 69 percent of the spring students reported that their level of knowledge and/or their self-esteem were very positively affected by at least one of the program activities.

STUDENT EMPLOYMENT

Before determining the usefulness of Project STARS in locating satisfying jobs for the students, OREA first looked at what percentage of students were employed. In the fall, 42 out of 74 respondents (56.8 percent) reported that they had jobs. This figure dropped to 53.4 percent in the spring. This decline suggests that while many students can become employed they are unable to maintain their positions. These findings suggest that the program has met its evaluation objective of promoting student employment, but has met it for only a little over half the students. Furthermore, the drop in employment, at a time when it could reasonably be expected to rise, suggests a lack of continued support by staff personnel or a lack of students' interest in retail jobs.

Job Satisfaction and Program Usefulness

Tables 5 and 6 present data on program usefulness and job satisfaction. To determine whether STARS had achieved its objectives in promoting job satisfaction, OREA compared the responses of students who had acquired jobs independently and those who had done so through their school. OREA found that 40.5 percent of the fall students who acquired jobs did so independently. OREA also found that 96.4 percent of the students who acquired jobs through their school and 88.3 percent of the students who found their jobs independently found Project STARS to be "moderately" or "highly" useful. In addition, 69.2 percent of students who found their jobs through their school and 66.7 percent of students who found their jobs independently reported that they were highly satisfied with their jobs. Thus, students who found their jobs through their school perceived the program to be more useful and their jobs more satisfying than those who found their jobs independently. Generally speaking, these findings represent an increase

Table 5
Job Satisfaction and Program Usefulness
as Reported
by Students with Jobs in the Fall
(In Percents)

Level of Job Satisfaction and Program Usefulness	HOW STUDENTS FOUND JOBS					
	Independently		Through School		Totals	
	Job Satis- faction ^a	Program Use- fulness ^b	Job Satis- faction	Program Use- fulness	Job Satis- faction	Program Use- fulness
High	66.7	76.5	69.2	75.0	68.3	75.6
Moderate	33.3	11.8	26.9	21.4	29.3	17.8
Low	0.0	11.8	3.8	3.6	2.4	6.7
Total ^c (N)	100.0 (15)	100.1 (17)	99.9 (26)	100.0 (28)	100.0 (41)	100.1 (45)

Source: OREA-developed student survey, Fall 1989

^aThese findings are in response to the survey question, "How satisfied (happy) were you with the job?" The same question was asked with reference to the workshops.

^bThese findings are in response to the survey question, "How useful was Project Stars for finding and keeping your job?" The same question was asked with reference to the workshops.

^cTotals vary because of missing data on individual items.

- Out of 74 students for whom data was available, a total of 42 acquired jobs.
- Nearly 60 percent of the students who acquired jobs did so through their school.
- More than 96 percent of the students who acquired jobs through their school and more than 88 percent who found their jobs independently found the program moderately or highly useful.
- More than 69 percent of students who found their jobs through their school and nearly 67 percent of students who found their jobs independently reported that they were highly satisfied with their jobs.

Table 6
Job Satisfaction and Program Usefulness
as Reported
by Students with Jobs in the Spring
(In Percents)

Level of Job Satisfaction and Program Usefulness	STUDENTS WHO FOUND JOBS					
	Independently		Through School		Totals	
	Job Satis- faction ^a	Program Use- fulness ^b	Job Satis- faction	Program Use- fulness	Job Satis- faction	Program Use- fulness
High	52.9	52.9	85.2	82.1	72.7	71.1
Moderate	41.2	17.6	14.8	14.3	25.0	15.6
Low	5.9	29.4	0.0	3.6	2.3	13.3
Total ^c (N)	100.0 (17)	99.9 (17)	100.0 (27)	100.0 (28)	100.0 (44)	100.0 (45)

Source: OREA-developed student survey, Spring 1990

^aThese findings are in response to the survey question, "How satisfied (happy) were you with the job?" The same question was asked with reference to the workshops.

^bThese findings are in response to the survey question, "How useful was Project Stars for finding and keeping your job?" The same question was asked with reference to the workshops.

^cTotals vary because of missing data on individual items.

- Out of 73 students for whom data was available, a total of 39 acquired jobs.
- Nearly 54 percent of the students who acquired jobs did so through their school.
- More than 96 percent of the students who acquired jobs through their school and nearly 71 percent who found their jobs independently found the program moderately or highly useful.
- More than 85 percent of students who found their jobs through their school and nearly 53 percent who found their jobs independently reported that they were highly satisfied with their jobs.

in the perceived usefulness of the program and job satisfaction over 1988-89.

In the spring, 53.4 percent of the students (39 out of 73) for whom data were available reported that they had acquired jobs. OREA found that 46.2 percent of the students who acquired jobs did so independently. OREA also found that 96.4 percent of the students who acquired a job through their school and 70.5 percent of students who found their job independently found Project STARS "moderately" or "highly useful." Also, more than 85 percent of students who found their job through their school and nearly 53 percent of students who found their job independently reported that they were highly satisfied with their jobs. Thus, students who found their job through their school perceived the program to be more useful and their job more satisfying than those who found their job independently, replicating the fall findings.

To determine whether the program achieved its objective of being considered useful in securing satisfying jobs for the students, OREA looked at several aspects of achievement. When not controlling for the way in which the job was found, OREA found that a cross-semester comparison shows only a negligible increase of .1 percent in job satisfaction and a 6.7 percent increase in program usefulness.

When OREA compared the responses of students in both semesters who considered the program highly useful in securing a satisfying job, there is a striking difference. Students who found their job independently showed a 23.6 and 13.8 percentage point drop, respectively, in considering the program highly useful and their job satisfying, compared to a 16 and 7.1 percentage point rise in the same category for those who found their job through the school.

These findings suggest that the program did achieve the evaluation objectives of providing a useful means of securing a satisfying job for students for whom the program

provided jobs. The program was not as successful in achieving this objective for students who found their job independently. The explanation may be that school personnel were more capable of securing higher-level jobs or jobs that were better matched to the individual students. Also, the added support offered by the program may have positively affected the employer-employee relationship. These findings support the project's decision to combine its instructional role with that of assisting students to find employment.

IV. CONCLUSIONS AND RECOMMENDATIONS

The High School Special Education Operations Unit of New York City Board of Education implemented Project STARS during the spring of 1989. During the program year of 1989-1990 it served approximately 83 high school special education students at seven sites in the borough of Queens. The program was staffed by one project director and seven coordinators, one in each school.

The program satisfactorily implemented three program areas: classroom instruction, workshop participation, and curriculum development. The curriculum was rated positively by coordinators and nearly 60 percent of the students rated at least one of the classroom or workshop activities and/or topics as 'excellent' in quality. Also, overcoming a difficulty encountered in 1988-89, the STARS program accommodated students' schedules in planning classes, offering an integrated and streamlined academic employment experience.

OREA's findings showed that students were very positive about many aspects of Project STARS. In particular, students were encouraged by the prospect of finding and retaining a job. They also enjoyed psychological benefits from the program such as it increased their self-confidence and self-esteem. Students also noted the importance of the knowledge that they gained. OREA found that project coordinators were in full agreement with student participants in that they perceived similar positive aspects of Project STARS, particularly the connection it provided students to the work world, through practical and interpersonal skills, and the support and encouragement it provided for increasing students' sense of self-worth.

Student responses indicate that the program could be improved by more student

involvement in the form of jobs, demonstrations, actual interviews, trips, or workshops. Coordinators also suggested more direct student involvement as well as a greater emphasis on work. The latter could be accomplished by providing more time for coordinators to follow up on students at job sites, and by involving businesses to a greater extent. These findings indicate that both students and coordinators want more active involvement on the part of students, especially in the form of satisfying employment.

With regard to program outcomes, OREA found that more than 94 percent of students in the spring reported that their level of knowledge and their self-esteem had been positively affected by at least one of the program activities. With regard to actual employment, nearly 57 percent of the fall and nearly 54 percent of the spring students reported that they had acquired a job; two-thirds of the fall students and nearly two-thirds of the spring students had done so through their school. OREA found that both fall and spring students who acquired a job through their school considered Project STARS to be more useful than did students who found their job independently. Also, the students who found their job through their school had a higher level of job satisfaction than did those who did so independently. One explanation for these findings may be that school personnel were better able to arrange for higher-level jobs and were more able to match appropriate jobs with individual students, or that the added support of the program positively affected the employer-employee relationship. This outcome supports the project's decision to combine its instructional role with that of assisting students to find employment.

OREA found that STARS did meet its objective of increasing students' level of knowledge both through class instruction and workshops presentations. STARS was also successful in meeting its objective of increasing students' self-esteem, but only through

the workshops and not through instruction.

Project STARS approximated but did not meet its goal of promoting student employment. While more than half the students were employed in both semesters, students had difficulty keeping their job, as illustrated by the drop in the employment rate in the spring. OREA found that Project STARS met its objective of providing a useful means for students to secure a satisfying job, but only for part of the population. Students who found a job independently indicated a drop in program usefulness and job satisfaction. This finding was offset by the responses of students who found a job through their school; they demonstrated an increase in both the perceived usefulness of the program and job satisfaction.

Based on the above discussion, OREA makes the following recommendations.

- Arrange for more activities requiring direct student involvement.
- Arrange for more involvement on the part of business, especially to provide for more jobs.
- Make time available for Project STARS teachers to follow up on students at job sites.

EVALUATION SECTION REPORT

John E. Schoener, Chief Administrator

December 1989

Evaluation Section Report

PROJECT STARS

1988-89

Prepared by:

*Marcia Torres
Evaluation Specialist*

*Veronica Orsi
Evaluation Consultant*

*Alma Caraballo
Programming Assistant*

Special Education Evaluation Unit
Ronald C. Miller, Evaluation Manager

New York City Board of Education
Office of Research, Evaluation, and Assessment
Robert Tobias, Director

PROJECT STARS
1988-89

SUMMARY

The Student Training at Retail Stores (STARS) Project was funded by the U.S. Department of Education and administered by the Division of High School's Special Education Operations Unit. The program's mission was to develop and implement a three-semester program (January 1989 through June 1990) of intense occupational, vocational, and career education with the collaboration of local businesses and the Board of Education. The purpose of Project STARS was to enhance job skills and to secure retail sales jobs for high school juniors with mild learning, speech, emotional, or intellectual disabilities. In 1988-89 Project STARS served 106 students at seven high schools.

The Office of Research, Evaluation, and Assessment (OREA) evaluated the 1988-89 program. Findings show that Project STARS satisfactorily implemented four activity areas: teacher training, curriculum development, classroom instruction, and workshops. However, classes did not start at the beginning of the semester. Consequently, students' had already scheduled their classes and STARS classes could not be scheduled to accommodate them. Teachers responded to this problem by meeting with students individually or in small groups.

OREA findings showed that 74 percent of the students rated all STARS activities very favorably, particularly the practical preparation for job interviews, for finding and retaining jobs, and the psychological preparation such as increasing self-confidence and feelings of self-worth. Project STARS teachers agreed with the

students' assessment of activities and singled out the same aspects of the program to praise.

The outcomes were positive: more than 94 percent of the students reported that their level of knowledge and self-esteem had been positively affected by all program activities. About 38 percent of the students reported they had acquired jobs; one-third of these had done so without the school's assistance. OREA found that students who acquired jobs independently considered Project STARS to be more useful than did students who found their jobs through the school. However, students who found their jobs through the school had a higher level of job satisfaction than those who found their jobs independently. This difference may have been due to the ability of school personnel to arrange for higher-level jobs and to match jobs with students. This outcome supports the decision of Project STARS staff to combine its instructional role with assisting students to find employment.

Based on these findings, OREA makes the following recommendations.

- Arrange for more speakers, seminars, trips, films and instructional materials.
- Set aside a class period for Project STARS workshops at the beginning of the school semester.
- Make time available for Project STARS teachers to follow up on students at job sites.

TABLE OF CONTENTS

	<u>PAGE</u>
I. INTRODUCTION	1
II. EVALUATION METHODOLOGY	5
III. EVALUATION FINDINGS	7
IV. CONCLUSIONS AND RECOMMENDATIONS	17

LIST OF TABLES

	<u>PAGE</u>
TABLE 1: Quality of Activities as Reported by Students	10
TABLE 2: Effects of Activities on Level of Knowledge and Self-Esteem as Reported by Students	14
TABLE 3: Job Satisfaction and Program Usefulness as Reported by Students with Jobs	16

ACKNOWLEDGEMENTS

This report could not have been completed without the participation of the following consultants and staff in the evaluation process. We are grateful to Bradford Dillman, Kelli Henry, and Hong Zhang for organizing field data, Gaylen Moore for editing, and Donna Manton for typing the final version of this report.

I. INTRODUCTION

PROGRAM BACKGROUND

The Student Training at Retail Stores (STARS) Project was primarily funded by the U.S. Department of Education and was administered by the Division of High School's Special Education Operations Unit. The program's mission was to develop and implement a three-semester program (January 1989 through June 1990) of intensive occupational, vocational, and career education with the collaboration of a local business and Board of Education (B.O.E.) representatives. The purpose of Project STARS was to foster and enhance the employability skills of the target population and place them in entry-level retail sales jobs. The target population consisted of special education high school juniors with mild learning, speech, emotional, or intellectual disabilities who were enrolled in an occupational or vocational education program leading to a diploma. The STARS project was to be implemented at six public high schools (five academic-comprehensive and one vocational-technical) located in a New York City borough. A total of 120 special education students, twenty from each school, were to be selected for participation.

PROGRAM OBJECTIVES

The Special Education Operations Unit set the following program objectives to be met by the end of the project period (July 31, 1990).

- Seventy percent of the students who have completed the program will secure full or part-time employment and/or submit applications to continue their education.
- STARS staff will contribute to the development of workshops and supporting materials that prepare students for entry level positions in the retail merchandising field.

- Seventy percent of students who have completed the program will score significantly higher on a locally-developed pre-/post- test designed to measure knowledge of employability skills.
- Seventy percent of students who complete the program will demonstrate statistically significant growth in their job-related personal development as measured by a locally-developed pre-/post-employment attitude questionnaire.

PROGRAM ACTIVITIES

Project STARS consisted of four major program activities: classroom instruction, workshop participation, curriculum development, and student employment.

Classroom instruction consisted of an occupational education series that met five times a week for a total of 80 sessions each term. STARS students were expected to fulfill the requirements of their regular academic program along with those of the project.

Project STARS staff, in cooperation with a major department store, developed a series of workshops conducted by representatives from the store. This series was videotaped to establish a permanent record. The schedule of workshops was the following: Spring 1989 - attendance and punctuality, proper dress and makeup, communications skills, and interviewing; Fall 1989 - loss prevention, customer service, selling techniques, and sales equipment; Spring 1990 - safety, retail merchandising, human relations, and quality control.

To make workshops more effective, occupational education teachers developed curriculum materials to enrich these experiences. Teachers prepared the students to participate in these workshops and developed post workshop follow-up activities. STARS staff developed complementary units of study to enrich the cooperative education curriculum already being offered and included topics such as: self-awareness in relation to the job market, office telephone techniques, expressing job needs appropriately, effective listening, reading between the lines, body language, decision-making,

discrimination and the law, the job search, and positive attitudes for keeping a job. The project director used these materials to compile a teachers' guide to be used in future program cycles.

The STARS design included a sequence of student employment activities during the three semesters of the project's existence: In the spring and summer of 1989 during the students' junior year, the school teacher-coordinator helped place students in part-time jobs after school or on weekends and in summer jobs. Teacher-coordinators visited work sites and offered assistance to students during the summer segment of the program. They also spoke to work supervisors to assess the work experience of the students and identify and help solve any problems which might have arisen. During the fall and spring of their senior year, students would be placed in cooperative education work experience programs in which they would attend school for one week and work full-time during alternate weeks.

PROGRAM STAFFING

STARS was staffed by one project director and one teacher-coordinator at each school. The project director was based at the Board of Education and was responsible for the overall administration of project activities including providing training and consultation to the school-based teacher-coordinators, arranging the development of curriculum guides and videotapes, and being responsible for the distribution and collection of OREA data. Teacher-coordinators were responsible for: providing classroom instruction to students, visiting work sites to consult with supervisors and assist students to optimize their on-the-job learning experiences, and working with the STARS director to develop the curriculum guide.

REPORT FORMAT

This report presents OREA's evaluation of Project STARS' spring 1989 program. The report is organized as follows: the evaluation methodology is described in Chapter II, evaluation findings are presented in Chapter III, and OREA's conclusions and recommendations are discussed in Chapter IV.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

OREA evaluated the process and perceived quality of program implementation and evaluated three program outcomes. OREA addressed the following questions.

Program Implementation

- How were students selected for the program?
- What percentage of teachers received training and how did they rate it?
- What was the frequency and content of communication between project teachers and students' other teachers?
- What percentage of teachers had access to the project curriculum and how did they rate it?
- What were the activities and topics covered and how did participants rate them?
- How did students and teacher-coordinators rate program quality and what improvements did they recommend?

Program Outcomes

- What impact did the program activities have on students' level of knowledge and self-esteem?
- What percentage of students obtained jobs and how useful did they perceive the program to be? What was their level of job satisfaction?

SAMPLE

Project STARS was implemented at seven school sites. An extra site was added to the six sites originally proposed because staff members from that site were very enthusiastic about the program and requested that their school be included. OREA planned to survey the full population of students (106) and teacher-coordinators (seven).

DATA COLLECTION

OREA provided the project director with survey forms for all students and teacher-coordinators in May of the program year. The program coordinator collected the surveys and forwarded them to OREA at the end of June. OREA received data on five of the seven teacher-coordinators (71.4 percent) and 52 of the 106 students (49 percent). All data presented in this study are based on these responses.

DATA ANALYSIS

To answer specific evaluation questions, OREA aggregated data, tallied responses, and calculated the frequencies. To answer program implementation questions, OREA only used responses that were produced by at least 10 percent of the respondents.

III. EVALUATION FINDINGS

OREA's evaluation of Project STARS addressed program implementation (student selection criteria, teacher training, teacher communication, curriculum utilization, classroom instruction, workshops, and perceived program quality) and program outcomes (change in level of knowledge, self-esteem, and student employment).

PROGRAM IMPLEMENTATION

The High School Special Education Operations Unit of the New York City Board of Education implemented Project STARS during the spring of 1989. It served approximately 106 high school special education students at seven sites in one of the city's boroughs. Although originally designed to operate at six sites, the program added another site because staff members from that site were very enthusiastic about the program and requested that their school be included. The program was staffed by one project coordinator and seven teacher-coordinators, one in each school.

Student Selection Criteria

OREA asked teachers to identify the criteria used to establish student eligibility for participation in the program. OREA found that eligibility was based on the student's attitude, level of maturity, ability to communicate, capacity to be responsible and punctual, grade level (tenth, eleventh, or twelfth grade), age, attendance, grades, desire, and willingness to work. Students who lacked direction or were considered potential dropouts were also considered for the program. In describing the process of selecting students for the program, project teachers reported that they had interviewed prospective student participants and had met with the students' parents, advisors, and teachers.

Teacher Training and Communication

Four out of the five teacher-coordinators who responded to OREA's survey reported that they had received training. All four of these respondents reported that the training was excellent and completely appropriate to the program goals.

OREA asked teacher-coordinators about their communication with their students' other teachers. Three out of the five respondents reported that they had contact with the other teachers in the form of discussions, training sessions and general meetings. Respondents reported that the following topics were covered: student attendance at workshops, general program issues, and course content. Respondents also reported that they and students' other teachers had jointly participated in monthly seminars and general meetings. Two respondents reported that they had met on a weekly basis with other teachers, one on a monthly basis and one on a daily basis. Three of the four respondents reported that the interaction was of average or superior quality.

Curriculum Development and Utilization

Project staff developed four curriculum drafts: attendance and punctuality, dress and makeup, communications skills, and interviewing. All five teacher-coordinators who responded to OREA's survey reported that the curriculum had been made available to them. Four of the five respondents considered that the curriculum was appropriate to the students involved in the program and all five of them reported that the curriculum was very relevant to the program goals.

Classroom Instruction

Project STARS classes were held daily and totaled 80 sessions during the spring semester. Classes did not start at the beginning of the semester. As a result, student's

schedules were already set and consequently STARS classes could not be scheduled to accommodate students. Teachers dealt with this problem by meeting with students on an individual or small group basis. OREA asked teacher-coordinators to identify the type of instructional activities that took place in the project sessions. They were: role playing, lectures, and reading exercises. Topics covered in the sessions were: grooming and appropriate attire, health care, attendance and punctuality, job applications, on-the-job situations, communications skills, stealing, and paychecks. Respondents reported that classroom activities were specifically designed to help students develop the following special skills: interviewing and conversation skills, a sense of responsibility and punctuality at work, applying for jobs, basic math and english skills, developing self-esteem, dress and grooming, handling paychecks and benefits, and job safety.

Workshops/Seminars

Project STARS organized 15 workshops or seminars during the spring semester. OREA asked teacher-coordinators to identify the activities conducted through these workshops. They were: role-playing, discussions, question and answer sessions with professionals in the retail business, hair and grooming sessions, and videotaped sessions of interviews.

Participants' Perceptions of Program Quality

Student-Participants' Perceptions.* Of the 52 students who responded to OREA's survey, more than 74 percent of them rated all STARS activities and topics as "excellent" in quality (see Table 1). Additionally, no more than two percent of student-respondents

*Survey data in this section is presented only for those responses which were produced by at least ten percent of the respondents and in descending order of response frequency.

Table 1
Quality of Activities as Reported
by Students
(In Percent)

Student Ratings	Classroom		Workshop	
	Topics	Activities	Topics	Activities
Excellent	76.9 (40)	75.0 (39)	76.0 (38)	74.5 (38)
Average	23.1 (12)	25.0 (13)	22.0 (11)	23.6 (12)
Poor	0.0 (0)	0.0 (0)	2.0 (1)	2.0 (1)
Total ^a (N)	(52)	(52)	(50)	(51)

Source: OREA-developed Student Survey, Spring 1989

^a Totals vary because of missing data on individual items.

- *More than 74 percent of respondents rated all activities and topics as "excellent" in quality.*
- *No more than two percent of respondents rated any activities or topics as "poor" in quality.*

rated any activities or topics covered by STARS as "poor" in quality. These findings show that all activities and topics selected by program personnel were very much on target as far as student participants were concerned.

OREA asked student-participants to identify the most positive aspects of Project STARS. About 22 percent of student-respondents stated that the preparation for interviewing and what they learned about getting and keeping jobs was very positive. More than 19 percent reported that the project had helped them acquire more confidence about work, that their sense of self-worth had improved and that in general they had learned a lot from the project. More than 19 percent of the respondents reported that the subjects covered in class and in meetings were very valuable. More than 17 percent of respondents were very pleased with the films, tapes, trips and food provided by the project. More than 14 percent of respondents thought that the assistance the project offered in finding jobs and the opportunity to earn money were very positive aspects of the program. Finally more than 14 percent of the respondents reported that learning about proper grooming and dress for interviews and work was very valuable. When OREA asked students to identify the negative aspects of the project, very few responded. However, nine out of the 52 students who filled out a survey said that the project had been boring, repetitive, and too long.

When OREA asked students to identify ways of improving the program they made the following suggestions: more than 37 percent of the respondents requested more speakers, meetings, activities, films, and trips; 25 percent of the respondents suggested that the program involve more students, have larger classes, and be expanded to all schools; 12 percent suggested that there be on-campus job recruitment and interviews; and finally, 12 percent suggested that there be higher wages.

From the above findings OREA concludes that student-participants were very positive about many aspects of project STARS, particularly the practical preparation for interviewing, finding and retaining jobs, and the psychological aspects of the program such as increasing self confidence and feelings of self worth.

Teacher-Coordination's Perceptions. STARS teacher-coordinators identified the following positive aspects of the project: it prepared the students for success in the work world and helped them develop new skills; it increased students' self esteem and provided them with support and encouragement; it gave students early work experience and improved the likelihood of their being employed after graduation; the seminars and content covered in the classes were very appropriate; the program generated students' interest and was effective in motivating them; the program introduced students to people in the business world who might be useful in the future.

Although half of the teacher-coordinators responding to OREA's survey thought that the program had no weaknesses, others did identify some problematic aspects. Because the program started somewhat late, students had to be taken out of other classes which were already in progress and consequently lost class time. Other problems they identified were: student involvement was lacking in training sessions; project sessions were too few in number; and finally, the project director was not available as often as teachers needed her. This was, no doubt, a consequence of a temporary gap in the coverage of this key staff role due to a serious illness.

From the above findings OREA concludes that project teacher-coordinators seemed to be in full agreement with student-participants in that they too perceived many very positive aspects of project STARS, particularly the practical preparation for work

and the psychological benefits of the program -- increasing students' self-esteem and providing them with support and encouragement.

OREA asked project teachers-coordinators to identify ways to improve the program. Respondents suggested: a class period be formally set aside for Project STARS sessions; that the project should have more materials such as workbooks and exercise sheets; there should be more seminars dealing with on-the-job issues; and finally, teachers should have more time to follow up on students at job sites.

PROGRAM OUTCOMES

OREA's evaluation of program outcomes consisted of measuring the project's effect on students' level of knowledge and self-esteem. In addition, OREA presented information on student employment: the number of jobs acquired by students, the degree to which they perceived the program as useful in the process of acquiring jobs, and their level of job satisfaction.

Table 2 provides information on the effects of the project's classroom instruction and workshop activities on students' level of knowledge and self-esteem. Students were asked if they had learned anything new in each of their activities. They were given a six point Likert scale which ranged from "nothing" to "a lot." To measure self-esteem, students rated how each of the activities made them feel about themselves. Possible responses ranged from "very bad" to "very good." OREA found that more than 94 percent of respondents reported that their level of knowledge and their self-esteem had been positively affected by all Project STARS activities. In fact, more than 78 percent of student-respondents reported that their level of knowledge and their self-esteem were very positively affected by all Project STARS activities.

Table 2
Effects of Activities on
Level of Knowledge and Self-Esteem as Reported
by Students
(In Percent)

Level of Knowledge or Self- Esteem	ACTIVITIES			
	Instruction		Workshops	
	Knowledge	Self-Esteem	Knowledge	Self-Esteem
High	84.3 (43)	84.0 (42)	78.4 (40)	80.0 (40)
Medium	9.8 (5)	12.0 (6)	19.6 (10)	14.0 (7)
Low	5.9 (3)	4.0 (2)	2.0 (1)	6.0 (3)
Total ^a (N)	(51)	(50)	(51)	(50)

Source: OREA-developed student survey, Spring 1989

^a Totals vary because of missing data on individual items.

- *More than 94 percent of respondents reported that their level of knowledge and their self-esteem had been positively affected by all activities.*
- *More than 78 percent of respondents reported that their level of knowledge and their self-esteem were very positively affected by all activities.*

Table 3 presents data on student employment. About 38 percent of the students (20 out of 52) for whom data was available reported that they had acquired jobs. OREA compared the responses of students who had acquired jobs independently and those who had done so through their school with regard to their level of job satisfaction and their sense of how useful the program had been. OREA found that about one-third of the students who acquired jobs did so independently. OREA also found that more than 88 percent of the students who acquired jobs through their school and more than 99 percent of students who found their jobs independently found Project STARS moderately or highly useful.

Finally, more than 70 percent of students who found their jobs through their school and 33 percent of students who found their jobs independently reported that they were highly satisfied with their jobs. Thus, although students who found their jobs independently perceived the program as more useful than those who found their jobs through the school, the latter group had a higher level of job satisfaction than did the former. This finding demonstrates that the jobs that students got through the mediation of the school were, in fact more satisfying. The explanation may be that school personnel were more capable of securing higher-level jobs or jobs that were better matched to the individual student. These findings support the project's decision to combine its instructional role with that of assisting students to find employment.

Table 3
Job Satisfaction and Program Usefulness for
as Reported by Students with Jobs

(In Percent)

Level of Job Satisfaction and Program Usefulness	STUDENTS WHO FOUND JOBS					
	Independently		Through School		Totals	
	Job Satis- faction	Program Use- fulness	Job Satis- faction	Program Use- fulness	Job Satis- faction	Program Use- fulness
High	75.0 (3)	33.0 (1)	76.9 (10)	70.6 (12)	76.5 (13)	65.0 (13)
Moderate	0.0 (0)	66.7 (2)	15.4 (2)	17.6 (3)	11.8 (2)	25.0 (5)
Low	25.0 (1)	0 (0)	7.7 (1)	11.8 (1)	11.8 (4)	10.0 (2)
Total ^a (N)	(4)	(3)	(13)	(2)	(19)	(20)

Source: OREA-developed student survey, Spring 1989

^a Totals vary because of missing data on individual items.

- Out of 52 students for whom data was available, a total of 20 acquired jobs.
- About one-third of the students who acquired jobs did so independently.
- More than 88 percent of the students who acquired jobs through their school and more than 99 percent of students who found their jobs independently found the program moderately or highly useful.
- More than 70 percent of students who found their jobs through their school and 33 percent of students who found their jobs independently reported that they were highly satisfied with their jobs.

IV. CONCLUSIONS AND RECOMMENDATIONS

The High School Special Education Operations Unit of the New York City Board of Education implemented Project STARS during the spring of 1989. It served approximately 106 high school special education students at seven sites in one of the city's boroughs. Originally the program was designed to operate at six sites. However, another site was added because staff members from that site were very enthusiastic about the program and requested that their school be included. The program was staffed by one project coordinator and seven teacher-coordinators, one in each school.

The program satisfactorily implemented four activity areas: teacher training, curriculum development, classroom instruction, and workshops. However, classes did not start at the beginning of the semester. As a result, student schedules were already set and STARS classes could not be scheduled to accommodate students. Teachers dealt with this problem by meeting with students on an individual or small group basis.

OREA's findings showed that student-participants were very positive about many aspects of Project STARS, particularly the practical preparation for interviewing, finding and retaining jobs and the psychological aspects of the program such as increasing self-confidence and feelings of self-worth. More than 74 percent of student-respondents rated all STARS activities and topics as "excellent" in quality. OREA also found that project teachers seemed to be in full agreement with student participants in that they too perceived similar positive aspects of Project STARS, particularly the practical preparation for work and the psychological benefits of the program -- increasing students' self-esteem and providing them with support and encouragement.

When OREA asked students to identify ways of improving the program they made the following suggestions: provide more speakers, meetings, activities, films, and trips;

involve more students, have larger classes, and expand to all schools; provide on-campus job recruitment and interviews; and finally, arrange for higher wages. Teacher-respondents made the following suggestions: formally set aside a class period for Project STARS sessions; provide more materials; more seminars; and more time to follow up on students at job sites.

With regard to program outcomes, OREA found that more than 94 percent of student-respondents reported that their level of knowledge and their self-esteem had been positively affected by all program activities. With regard to actual employment, about 38 percent of the student-respondents reported that they had acquired jobs; one-third of these had done so without the school's assistance. OREA also found that students who acquired jobs independently considered that Project STARS was more useful than did students who found their jobs through their school. However, students who found their jobs through their school had a higher level of job satisfaction than did those who did so independently. It may have been that school personnel were better able to arrange for higher-level jobs and were more able to match appropriate jobs with individual students. This outcome supports the project's decision to combine its instructional role with that of assisting students to find employment.

Based on the above discussion, OREA makes the following recommendations.

- Arrange for more speakers, seminars, trips, films and instructional materials.
- Set aside a class period for Project STARS workshops at the beginning of the school semester.
- Make time available for Project STARS teachers to follow up on students at job sites.

COOPERATIVE DEMONSTRATION 1989-1990 PROGRAM

5001-56-96208

02/01/89 - 07/31/90

LINE #	DESCRIPTIONS	1989		1990		1991		TOTAL	
		BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	EXPENSE
3001	TCMR REG	17,104.00	17,104.00	22,041.00	19,989.00	0.00	0.00	39,045.00	37,123.00
3002	TCMR REG SPLIT	19,344.00	19,344.00	0.00	0.00	0.00	0.00	19,344.00	19,344.00
3101	TCMR SPL ED	0.00	0.00	19,422.00	18,051.00	0.00	0.00	19,422.00	18,051.00
3102	TCMR SPL ED SPLIT	0.00	0.00	50,537.00	48,546.00	0.00	0.00	50,537.00	48,546.00
3004	TCMR MWLY	4,030.00	4,030.00	50,051.00	53,350.00	13,341.00	10,547.00	68,330.00	66,075.00
	TOTAL SALARIES	41,408.00	41,408.00	150,671.00	132,536.00	13,341.00	10,547.00	205,670.00	184,509.00
	FRINGES	13,537.00	12,235.00	35,671.00	30,293.22	1,020.00	935.00	50,236.00	43,464.17
	TOTAL PS	55,003.00	53,701.00	186,342.00	162,829.22	14,361.00	11,522.00	255,716.00	228,053.17
6069	EVALUATION	0.00	0.00	12,000.00	12,000.00	0.00	0.00	12,000.00	12,000.00
100	GEN SUPPLIES	63.00	0.00	27,204.00	0.00	0.00	0.00	27,227.00	0.00
111	AUDIO V SUPPLIES	0.00	38.00	0.00	1,493.00	0.00	0.00	0.00	1,531.00
130	INST SUPPLIES	0.00	0.00	0.00	25,090.00	0.00	0.00	0.00	25,090.00
100	OFF SUPPLIES	0.00	25.00	0.00	0.00	0.00	0.00	0.00	25.00
300	EQUIPMENT	0.00	0.00	1,500.00	0.00	0.00	0.00	1,500.00	0.00
406	CONT SERVICES	676.00	0.00	7,974.00	0.00	1,500.00	0.00	10,150.00	0.00
407	OFF SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
404	CARFARE LOCAL	304.00	303.00	301.00	220.00	0.00	0.00	605.00	523.00
405	CARFARE DOT	350.00	349.00	265.00	245.00	0.00	0.00	615.00	594.00
406	PROF SERVICES	3,150.00	3,013.00	18,096.00	8,854.00	2,461.00	0.00	18,507.00	12,067.00
410	PROF SERVICES	0.00	0.00	0.00	3,004.00	0.00	0.00	0.00	3,004.00
405	TUITION FEES	0.00	0.00	0.00	145.00	0.00	0.00	0.00	145.00
400	SPL SERVICES	0.00	570.00	0.00	2,082.00	0.00	0.00	0.00	3,540.00
401	SNACKS	0.00	90.00	0.00	53.00	0.00	0.00	0.00	151.00
	TOTAL OTPS	4,023.00	4,404.00	80,200.00	55,674.00	3,961.00	0.00	80,704.00	59,950.00
	TOTAL PS & OTPS	59,026.00	58,105.00	246,542.00	218,303.22	18,330.00	11,522.00	324,490.00	288,011.17
	INDIRECT COST	3,070.00	3,702.00	16,025.00	14,100.71	1,101.00	740.99	21,092.00	18,720.73
	TOTAL	65,542.00	65,807.00	262,567.00	232,402.93	19,521.00	12,271.00	345,580.00	306,731.90

REPLICATION OF PROJECT S.T.A.R.S.

The information in the following sections consists of letters, schedules, minutes of meetings, worksheets, etc. to assist in the replication of any program similar to Project S.T.A.R.S. The information included is but a sample of some of the communications necessary for a smooth-running program.

An explanation of the contents will precede each section. This material, in conjunction with the (13) videotapes enclosed may provide guidelines for the development of other programs.

PROJECT S.T.A.R.S.

Descriptions of Workshops

(Accompanying Videos)

Project S.T.A.R.S. workshops were conducted for all students and teacher coordinators throughout the program. The theme of all workshops was to prepare students for employment in the retail field and to support those who had secured jobs. Each workshop was conducted by the Project Director and featured a guest speaker from the retail industry.

The following offers a brief description of each workshop. (see accompanying videotapes).

I. Introductory Workshop/Attendance & Punctuality

Program Director: Barbara Gray
Guest Speaker: Richard Calgie, Alexander's

Defined Project S.T.A.R.S., goals of the program and expectations for the participating students. Guest speaker addressed the importance of good attendance and punctuality at the workplace.

II. Communication Skills

Program Director: Barbara Gray
Guest Speaker: Richard Calgie, Alexander's

Guest Speaker stressed the importance of good communication skills between workers and between workers and customers. A highlight of the session was role playing by students in which they acted out situations in which customers and workers were faced with conflict.

III. Personal Appearance

Program Director: Barbara Gray
Guest Speakers: Lorraine Ewing, Clairol
David Goldkrantz, Guidance Counselor
Thomas Edison High School

This workshop focused on appropriate appearance for the workplace and the importance of good grooming and hygiene.

IV. Hair Care Seminar

Program Director: Barbara Gray
Guest Speaker: Hairstylists, SeSalon

This workshop was highlighted by styling of students' hair by professional hairstylists. In addition, students were educated about good hair/care practices and hair care products.

V. Selling Techniques

Program Director: Stella Halpin
Guest Speaker: Edwin Barretto, Alexander's

This workshop dealt with the elements of good selling and the importance of the qualified salesperson.

VI. Safety in the Workplace

Program Director: Stella Halpin
Guest Speaker: Edwin Barretto, Alexander's

This workshop focused on the many safety hazards that may be encountered in the workplace. Fire evacuation and emergency plans were discussed. Avoidance of accidents to the customer and the employee was addressed.

VII. Retail Merchandising

Program Director: Stella Halpin
Guest Speaker: Brian Tuberman, Alexander's

This workshop dealt with the various steps in merchandising, what makes people buy, and what hinders buying by the consumer.

VIII. Loss Prevention

Program Director: Stella Halpin
Guest Speaker: Vincent Darconti, Alexander's

This workshop was conducted by the Director of Security at Alexander's Department Store. The impact of crime and theft on the success of a store was highlighted. Attention was paid to the role the employee might have in assisting in dealing with this difficult problem.

IX. The Interviewing Process

Program Director: Stella Halpin
Guest Speaker: Lourdes Bobnis, Director of Human
Resources LaGuardia Marriot Hotel

This workshop was conducted at the LaGuardia Marriott Hotel where students were placed in a business-like environment. The application process was addressed and mock interviews were conducted.

X. Retail Sales

Program Director: Barbara Gray
Guest Speaker: Leah Dweck, Director of Personnel
A & E Stores

This workshop was conducted at Strawberry Boutique where students toured the store and were told about the many opportunities in the retail field.

PROJECT S.T.A.R.S.

SPECIAL ACTIVITIES

(Accompanying Videotape #XI)

Hair Care Sessions at Cutting Impressions Salon

Each of the Project S.T.A.R.S. schools planned a trip to Cutting Impressions Salon. Each student had a haircut and styling along with counseling in good grooming.

Dress for Success - Abraham and Straus Department Store

Dress for Success Day was the highlight of the Project S.T.A.R.S. program. On two days, one for the girls, the other for the boys, Abraham & Straus, one of the largest department stores in New York City opened its doors at 8 A.M. (prior to store opening). At the store, students were invited to breakfast and each student was assigned a personal shopper. The shoppers assisted in the selection of a full set of clothing including a suit, shirt or blouse, shoes and hosiery. The students were delighted with their purchases. All of the students were required to wear their outfits to the Career Symposium, the culminating activity for Project S.T.A.R.S.

MOVING ONWARD - MOVING UPWARD

Career Symposium

(Accompanying Video)

The culminating activity for Project S.T.A.R.S. participants was a most successful event. The first part of the program featured three keynote speakers listed below. Each speaker was introduced by a Project S.T.A.R.S. student.

- Sarah Dash - is an award winning Black rock singer. Ms. Dash inspired the students telling of difficult times she lived through and the fame and happiness she acquired.
- Dennis Oehler - is a young man who lost one leg during a tragic automobile accident. He has since won the 1988 Paralympic Medalist award and continues to operate his own business and participate in athletic competitions.
- Albert J. Henry - is the Vice President of Community Affairs of Alexander's Department Store. Mr. Henry has been a staunch supporter of the program from its inception. He discussed the gains he has seen the students make and the employment arena in general. Throughout the program Mr. Henry has been instrumental in arranging workshops, providing job opportunities, and acting as a consultant to teachers and students as well.

Part two of the day was devoted to workshops designed to instruct students about career awareness. Each workshop was conducted by a representative from private industry and other contacts which were made during the Project S.T.A.R.S. program.

The workshops were as follows:

- I. "How to Win the Job You Want"
Barry Cohen, Career Consultant
- II. "Strawberry Shortcuts to Success"
(Careers in the Fashion/Retail Industry)
Leah Dweck, Personnel Director
Strawberry Boutiques
- III. "You Can Bank on Us"
(Personal Banking & Careers in Banking)
conducted by David Stetch, Financial Center Manager
Dollar Dry Dock

- IV. "Food for Thought"
(Careers in the Restaurant Industry)
Dennis Glennen, Director of Personnel
The Riese Organization
- V. "At Your Service"
(Careers in the Hospitality Field)
Andrew Halper, Director of Human Resources
LaGuardia Marriott Hotel
- VI. "Hairdos that Work in the Workplace"
Ed Cupola, Hair Designer, Graffiti's
- VII. "From the Ground Up"
Robert Ward, Dynair Services Inc.
JFK International Airport
- VIII. "Take This Job and Keep It"
(How an Employment Agency Can Help You)
Edward Zuckerman, Personnel Agency Recruiter
Irene Cohen Employment
- IX. "In Search of Self-Esteem"
Penny Schwartz, Corporate Trainer
- X. "Considering College?"
(Programs at Community Colleges)
Elliot Rosman, Queensborough Community College

BUSINESS LINKAGES

Project S.T.A.R.S. served as a prototype for programs involving school linkages with the business world. This was perhaps one of the greatest impacts on our school system. The concept of utilizing the private sector for both an educational component and a source of jobs was replicated in relationships with many other companies.

Some of the programs which followed the Project S.T.A.R.S. format (workshops and job opportunities) are outlined below:

Dollar Dry Dock Savings - a series of three seminars devoted to career awareness in the field of banking. Seminars included a tour of the bank, presentations by a variety of bank employees, and lessons in practical learnings. Students had hands-on experiences in completing withdrawal slips, checkbook ledgers, etc.

A & E Stores (Strawberry Boutique) - a series of three seminars conducted by Strawberry Boutique (a retail company of over 45 stores). The first workshop was held at one of the stores before opening hours. The next workshop was conducted by Mr. Barry Cohen, Career Consultant. This workshop was designed to improve interviewing techniques and to discuss realistic choices in preparing for careers. The third workshop was presented by Directors of Security who discussed loss prevention and its' many ramifications.

Riese Organization (Restaurants) - a series of tours and workshops in a variety of food establishments. Students were taught about basic food preparation, sanitary conditions in restaurants, customer service, and indicators of success in the restaurant field.

WORKSITES

Quantitative data regarding employment is included in the Evaluation Section Report.

Many of the students in the Project S.T.A.R.S. program did secure employment. Students were prepared for the interviewing process and the job itself by means of participating in workshops, visits to businesses, Project S.T.A.R.S. classes in schools, and individual counseling by Project S.T.A.R.S. coordinators. Referrals for interviews were made by Project S.T.A.R.S. personnel. However, students secured jobs in the same manner as other applicants would apply. They were interviewed by personnel managers, completed applications, and in many cases took required tests in mathematics and English. In each case, students were treated in the workplace just as other employees were treated. Students who secured jobs on their own were given support in the school by the Project S.T.A.R.S. coordinator.

Alexander's Department Store was committed to providing training and job opportunities from the inception of the program. In addition, many other retail facilities provided employment for our students. They included the following:

- Alexander's (Flushing)
- Alexander's (Rego Park)
- Alexander's (Valley Stream)
- Alexander's (Manhattan)
- Drugs Plus
- Elm Drugs
- Meadows Drugs
- Se Salon
- Rockbottom
- Sukon Toy Stores
- Strawberry Boutique
- Radio Shack
- Lechter's Housewares
- PIP Printing
- Key Food
- Pathmark
- Footlocker
- The Gap
- Sears
- Perusa Travel
- Times Square Stores
- Cress Florist
- Lamstons Variety Store

REVIEW - PROJECT S.T.A.R.S.

This section includes feedback regarding the Project S.T.A.R.S. program from the point of view of students, educators, members of private industry, and parent representatives.

NEW YORK CITY PUBLIC SCHOOLS

JOSEPH A. FERNANDEZ
CHANCELLOR

Division of Public Affairs / Office of the Press Secretary to the Chancellor

Contact: JAMES E. VLASTO (718) 936-6496 or (212) 686-4800 (evenings) • BOB TESTE (718) 936-4330 • FRANK BORRINO (718) 936-4333

N-118, 1989-90

April 18, 1990

NEWS ADVISORY

TO: Education Reporters, Assignment and Photo Editors

SUBJECT: Students Training at Retail Stores (STARS)

In preparation for their entry into the job market this summer, 60 seniors from seven Queens high schools will visit A & S at the Queens Center Mall Thursday morning to pick out a suit of clothes to wear on job interviews.

The students are among 140 Queens high school students who last year entered the Students Training at Retail Stores (STARS) project, a three-semester program of intense occupational, vocational and career education and work experience.

Project STARS was developed to enhance the job skills of high school juniors with mild learning, speech or emotional disabilities. Funded by the U.S. Department of Education and administered by the ~~director of~~ Special Education for Queens High Schools, Lawrence Block, Project STARS is run with the collaboration of local businesses such as Alexander's, Rock Bottom, Pathmark and Strawberry's.

As it has done with other Project STARS students who visited the store recently, A & S will be treating the students to breakfast and provide a 10 percent discount on the clothing purchased. The balance will be paid for with Project STARS funds.

Students will visit the store in three groups of 20. The first group will report to the store at 8:30 AM, the second at 9:15 AM and the last group at 10:00 AM.

Press coverage is invited. Reporters and photographers are asked to report to the A & S security entrance on the second floor of the mall, located at 9001 Queens Blvd. in Elmhurst.

Project STARS Coordinator Stella Halpin will be on hand to answer questions about the program. Ms. Halpin can also be reached at (718) 592-4496.

* * *



NEW YORK CITY PUBLIC SCHOOLS

JOSEPH A. FERNANDEZ
CHANCELLOR

June 12, 1990

Ms. Barbara Gray
Queens High Schools Office
Newtown High School Annex
105-25 Horace Harding Expressway
Corona, New York 11368

Dear Ms. Gray, *Salva*

I want to express my gratitude for the lovely plaque which was presented to me during the career symposium, "Moving Onward Moving Upward" on May 24, 1990.

I truly regret that I was unable to accept this recognition in person due to another pressing commitment. However, my review of the agenda and discussion with personnel in attendance confirmed my expectation that this was an outstanding experience for special education students and staff. I surely would have loved to see the 250 students dressed up in their business suits provided by Project STARS in preparation for actual job interviews.

Barbara, you are to be commended for working with Lawrence Block to further the development of vocational and occupational programs for educational challenged youngsters in the Queens high schools. You are a distinct asset to the Division of High Schools.

Sincerely,

[Signature]
Dr. Rokeach, Director

Special Education Operations

DR:jf

c: Margaret Harrington
Lawrence Block

1171B/3

JAMAICA HIGH SCHOOL

187-01 GOTHIC DRIVE
JAMAICA, N. Y. 11433

739-8942

October 3, 1989

Ms. Barbara Gray
Queens High Schools Office
105-25 Hoarce Harding Expressway
Corona, NY 11368

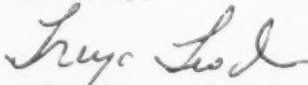
Dear Barbara:

I could not believe the change in my students who participated in the STAR Project this summer. Sheri Barnett is a new person. You can see by her loss of weight and the way she comes dressed to school that her whole self image has improved. The same goes for Rosa. The boys who were involved are much more mature and I see the difference already in their test grades.

This only proves even more the importance of a work/study component for students. Unfortunately, the only current program we have is Project Star. I read the letter from the N.Y. Food & Hotel Management School and visited there this summer. I felt the program had merit. I am interested in expanding my work study program for my Basic II youngsters as well.

Please let us know if something interesting is happening.

Sincerely,



Freya Fisch
Assistant Principal

cc: Mr. Block

New York City
Board of Education

110 Livingston Street
Brooklyn, New York 11201

Dr. Richard R. Green
Chancellor

Division of High Schools
Victor Herbert
Executive Director
(718) 935-3460



March 9, 1989

Mr. Albert J. Henry, Vice President
Community Relations
Alexander's Department Store
East 58th Street and Lexington Avenue
New York, NY 10022

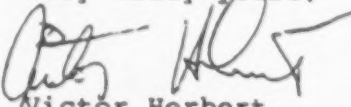
Dear Mr. Henry:

We wish to express our appreciation to you for your effective and ongoing support in developing training and employment programs for High School Special Education students. Your work with Project Jobs and the Queens Cooperative Services Model over the past two years has been an invaluable resource to us.

Your recent efforts have made a new program, Project STARS, (Students Training at Retail Stores) a reality for our Queens students. Your assistance in planning this proposal and your letter of support helped us to obtain an 18 months grant from the federal government to implement this proposal. Your role in training our students is crucial to its success.

This program exemplifies the partnership we have sought to develop with the business community. On behalf of the New York City Board of Education, Division of High Schools, we thank you and your organization for joining with us to provide students with special needs the opportunity for training and employment in the retail industry.

Very truly yours,


Victor Herbert
Executive Director

FY:VH:ml

cc: Robin Farkas
Roger Barrer
Roger Borgeson

179-425

BOARD OF EDUCATION OF THE CITY OF NEW YORK
LONG ISLAND CITY HIGH SCHOOL

28-01 41st Avenue, L.I.C., N.Y. 11101-3706 • (718) 937-1610

Fax: (718) 392-0350

FRANK H. NAPPI, JR.
Principal



May 8, 1990

Leah Dweck, Director of Personnel
Strawberry's
50 East 42 Street Suite 1808
New York, N.Y. 10017

Dear Leah,

This is a short note to express our appreciation for the special attention that you gave to our five Special Education students this past Friday. You made their first job interview educational, informative and a very pleasant experience. I am sure that during future interviews they will be well prepared to answer any question asked of them.

Your involvement creates an atmosphere where students, educators, and employers can work in unison to assure that when youngsters leave school they will have the skills needed to become successful workers. We want to assure you that your recommendations for each student will be followed up. As a matter of fact, we have already placed Tara McCroy in a pre-vocational skills training program to begin this summer.

We hope that this is the beginning of a long term association.

Sincerely,

Marilyn Scher
Work Study
Coordinator

Stephen M. Duch
Assistant Principal
Special Education

SMD:MS:cd

cc. Lawrence Block, Executive Assistant
Barbara Gray, Director of Transitional Linkage



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

November 17, 1989

Mr. Barry Cohen
240 Central Park South
New York, New York 10019

Dear Mr. Cohen:

Thank you for being the guest speaker and for giving a most informative and stimulating presentation at our meeting of the Queens High Schools Transitional Coordinators.

The many calls I received from my staff expressed enthusiasm and appreciation for your expert suggestions. I look forward to arranging a number of seminars during which you can speak to our students directly and impress upon them, as you have on our teachers, the importance of job interviewing skills and the problems encountered in the job search.

As you know, the Queens High Schools are attempting to prepare our Special Education students to become competent members of a workforce. One of the major problems they must overcome is the difficulty in the interviewing process. In light of this, your knowledge and expertise are invaluable to our teachers who must address these issues with their students.

Again, thank you so much for an excellent presentation.

Sincerely,

Barbara
Barbara Gray

BG:mts

B7

BOARD OF EDUCATION OF THE CITY OF NEW YORK
LONG ISLAND CITY HIGH SCHOOL

28-01 41st Avenue, L.I.C., N.Y. 11101-3705 • (718) 937-1610

Fax: (718) 392-0350

FRANK H. NAPPI, JR.
Principal



February 21, 1990

Mr. Lawrence Block, Executive Assistant
Office of the Superintendent
Queens High Schools Division
Board of Education of the City of New York
105 - 25 Horace Harding Expressway
Corona, N.Y. 11368

Dear Mr. Block:

I want to thank you and Barbara Grey for inviting our students to the introduction to the retailing industry presented by Leah Dweck at Strawberry's today.

Not only was Ms. Dweck inspiring and encouraging in her presentation but, she set realistic career goals for our students. All eight of our students left with a feeling that they would like to pursue further the possibilities of a career in retailing. As a matter of fact, I immediately made an appointment with Ms. Dweck for our students to visit her personnel office.

Again, thank you for inviting us. More programs like this may ultimately help many students value the world of work. Your continued support of the programs and activities at Long Island City is most appreciated.

Sincerely,

Marilyn Scher

Marilyn Scher
Work Study /
Transitional Linkage
Coordinator

MBS:cd

cc. Stephen M. Duch, Assistant Principal
Barbara Grey, Director of Transitional Linkage

Mr Larry Block,

May 31, 1990

We the students of Benjamin N. Cardozo really learned alot at Moving Onward, Moving Upward. We all really appreciated hearing all these people speak on stage. The lunch was absolutely great, everything was handled very well.

Thank you very much for an exciting day.

Thank You,

Lori Krause
Chaity Gammieck
William Romero
Tanya Stewart
Peter Steckovich

May 29, 1990

Ms. Barbara Gray
Director
Transitional Services
Queens High Schools
105-25 Horace Harding Expressway
Corona, New York 11368

Dear Barbara,

"Moving Onward...Moving Upward", what a wonderful way to describe your tireless dedication to the students and to the school system. It was an honor for me to be a part of such a wonderful program and to be counted amongst such a distinguished and dedicated group of educators.

I don't know how you were able to put together such an excellent and well coordinated program, but I do know that your hard work was surely worth it, as the entire day was enjoyed by all!

Thank you for giving me the opportunity to be a part of your wonderful organization and for inviting me to participate in the symposium. The pleasure was all mine!

Most Sincerely,



Leah Dweck
Director of Human Resources
Strawberry Stores, Inc.



Disabled Student Services

(718) 631-6257

QUEENSBOROUGH COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
222-05 56th Avenue, Bayside, New York 11364-1497

June 4, 1990

Ms. Barbara Gray
Queens High Schools
105-25 Horace Harding Expressway
Corona, NY 11368

Dear Barbara,

I would like to take this opportunity to congratulate you and your colleagues for the excellent program you conducted on, Thursday, May 24, 1990- "Moving Onward, Moving Upward."

The speakers were inspirational and the students were terrific. I enjoyed the students at the workshop that I conducted. I believe more of these activities should be scheduled to highlight the many positive things that are happening in our Queens High Schools.

Once again let me congratulate you on a job well done and I do look forward to working once again with you on future projects.

Sincerely yours

ELLIOT L. ROSMAN

DIRECTOR DISABLED STUDENT SERVICES
& EVENING COUNSELING

cc:Dr. M. Harrington



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Ms. Penny Schwartz
58 Lewis Road
North Merrick, New York 11566

Dear Ms. Schwartz:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara".

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

May 3, 1990

Mr. Elliot Rosman
Director
Disabled Student Services
Queensborough Community College
Bayside, New York 11364

Dear Mr. Rosman: *Elliot*

Thank you for agreeing to participate as a presenter at our symposium to celebrate the success of our Special Education Career Education programs.

This special event will take place on May 24, 1990, at the Brooklyn Diocese Center at 10:00 A.M. The students and staff will convene at that time in the auditorium for a general assembly. We will then have a series of workshops. The workshops will last approximately forty minutes. You will be addressing twenty-five students.

The theme of the convention is "Moving Onward...Moving Upward." Presentations should be geared to encourage students to be prepared for the world of work. Special attention should be given to ways in which students may overcome obstacles to success. Your personal experiences in your field will be of interest to the students.

I hope you will join us for lunch after the workshop period.

If you have any questions, please contact me at 718-592-4496.

Once again, thank you so much for your continued support which has meant a great deal to the educators and students of the Queens High Schools.

Sincerely,

Barbara Gray
Director
Transitional Services

BG:mts

79



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. David Stetch
Financial Center Manager
Dollar Dry Dock
43-73 Kissena Boulevard
Flushing, New York 11355

Dear Mr. Stetch:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

Barbara Gray
Director Transitional Services

BG:lc
15

*Dear David -
Thank you so much
for the certificates -
You have outdone
yourself!
Barbara.*

50



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Elliot Rosman
Director
Disabled Student Services
Queensborough Community College
Bayside, New York 11364

Dear Mr. Rosman:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara".

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Ms. Leah Dweck
Personnel Director
A & E Stores Inc.
50 East 42nd Street
New York, New York 10017

Dear Ms. Dweck:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara".

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Edward Zuckerman
Irene Cohen Employment
475 5th Avenue
New York, New York 10016

Dear Mr. Zuckerman:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara".

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Dennis Glennen
Director of Personnel
The Riese Organization
1420 Broadway
New York, New York 10001

Dear Mr. Glennen:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara".

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

May 3, 1990

Ms. Leah Dweck
Personnel Director
A & E Stores Inc.
50 East 42nd Street
New York, New York 10017

Dear Ms. Dweck: *Leah*

Thank you for agreeing to participate as a presenter at our symposium to celebrate the success of our Special Education Career Education programs.

This special event will take place on May 24, 1990, at the Brooklyn Diocese Center at 10:00 A.M. The students and staff will convene at that time in the auditorium for a general assembly. We will then have a series of workshops. The workshops will last approximately forty minutes. You will be addressing twenty-five students.

The theme of the convention is "Moving Onward...Moving Upward." Presentations should be geared to encourage students to be prepared for the world of work. Special attention should be given to ways in which students may overcome obstacles to success. Your personal experiences in your field will be of interest to the students.

I hope you will join us for lunch after the workshop period.

If you have any questions, please contact me at 718-592-4496.

Once again, thank you so much for your continued support which has meant a great deal to the educators and students of the Queens High Schools.

Sincerely,

Barbara Gray

Barbara Gray
Director
Transitional Services

BG:mts



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

May 3, 1990

Mr. Ed Cupola
Grafitti
61-11 Springfield Boulevard
Bayside, New York 11364

Ed
Dear Mr. Cupola:

Thank you for agreeing to participate as a presenter at our symposium to celebrate the success of our Special Education Career Education programs.

This special event will take place on May 24, 1990, at the Brooklyn Diocese Center at 10:00 A.M. The students and staff will convene at that time in the auditorium for a general assembly. We will then have a series of workshops. The workshops will be approximately forty minutes. There will be 25 students in your audience.

The theme of the convention is "Moving Onward...Moving Upward." Presentations should be geared to encourage students to be prepared for the world of work. Special attention should be given to the ways in which students may overcome obstacles to success. Your workshop will deal with looking good for work - A discussion of this and some information on jobs in your field would be good. In addition, as usual, we would love a few hairstyle makeovers.

I hope you will join us for lunch after the workshop period.

If you have any questions, please contact me at 718-592-4496.

Once again, thank you so much for your continued support which has meant a great deal to the educators and students of the Queens High Schools.

Sincerely,

Barbara Gray, Director
Transitional Services

BG:mts



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. David Stetch
Financial Center Manager
Dollar Dry Dock
43-73 Kissena Boulevard
Flushing, New York 11355

Dear Mr. Stetch:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

Barbara Gray
Director Transitional Services

BG:lc
15

*Dear David -
Thank you so much
for the certificates -
You have outdone
yourself!
Barbara.*

57



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Elliot Rosman
Director
Disabled Student Services
Queensborough Community College
Bayside, New York 11364

Dear Mr. Rosman:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script, reading "Barbara".

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Ms. Leah Dweck
Personnel Director
A & E Stores Inc.
50 East 42nd Street
New York, New York 10017

Dear Ms. Dweck:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Edward Zuckerman
Irene Cohen Employment
475 5th Avenue
New York, New York 10016

Dear Mr. Zuckerman:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script that reads "Barbara".

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Dennis Glennen
Director of Personnel
The Riese Organization
1420 Broadway
New York, New York 10001

Dear Mr. Glennen:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Barry Cohen
240 Central Park South
New York, New York 10019

Dear Mr. Cohen:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script that reads "Barbara".

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Robert Ward
DynAir Services
Building #150
JFK International Airport
Jamaica, New York 11430

Dear Mr. Ward: *Bumper*

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Andrew Halper
Director of Human Resources
LaGuardia Marriott Hotel
102-05 Ditmars Boulevard
East Elmhurst, New York 11369

Dear Mr. Halper:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script that reads "Barbara".

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Ed Cupola
Grafitti
61-11 Springfield Boulevard
Bayside, New York 11364

Dear Mr. Cupola:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara", written over a horizontal line.

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

May 29, 1990

Mr. Elliot Rosman
Director
Disabled Student Services
Queensborough Community College
Bayside, New York 11364

Dear Mr. Rosman:

On behalf of the students and teachers of the Queens High Schools, I would like to thank you for presenting an excellent workshop to our youngsters. The information you imparted was invaluable and will certainly help our students to plan for more meaningful futures.

Your genuine concern and continued support of our programs is greatly appreciated. Thank you so much for helping to make the first Career Symposium for Special Education students of the Queens High Schools a great success.

Sincerely,

Barbara Gray
Director Transitional Services

BG:lc
15



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

April 2, 1990

Dr. Martin V. Gallatin
80 East 11th Street
New York, New York 10003

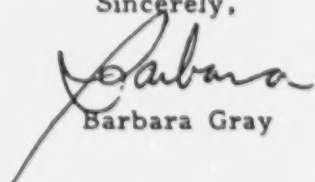
Dear Martin:

Thank you for sending a most impressive resume. You certainly have quite a wide variety of experiences. Barry was right - I think you will make the day. Your topic sounds perfect and I know you will make this event a great success.

An invitation with details as to time, place, etc. will follow. I am very anxious to meet you.

Thanks so much.

Sincerely,


Barbara Gray



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

April 26, 1990

Ms. Sara Dash
T.C.I.
200 West 57th Street
New York, New York 10019

Dear Ms. Dash:

Thank you so much for accepting the invitation extended to you by Ms. Penny Schwartz to speak at our career symposium. The general theme is preparing for the future and overcoming obstacles to reach success.

The audience will be 250 Special Education High School youngsters, most of whom will be completing High School in June.

I would greatly appreciate it if you would call me at (718) 592-4496 so that I may discuss this with you.

Thank you so much.

Sincerely,

Barbara Gray
Director
Transitional Services
Queens High Schools

BG:mts
cc: Margo Lewis



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

June 4, 1990

Mr. Trayron Anderson
Jamaica High School
167-01 Gothic Drive
Jamaica, New York 11432

Dear Trayron:

It is with great pride that I thank you for your help in making our Career Day a very successful event.

You have shown to educators and business people alike, a fine example of a Queens High School student.

Thank you again for a job well done.

Sincerely,

Barbara Gray
Director
Transitional Services

BG:mts
cc: Freya Fisch



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
DR. MARGARET R. HARRINGTON
SUPERINTENDENT

June 5, 1990

Dear Mr. Cress:

I want to thank you for the beautiful basket of flowers you donated to the Queens High Schools Career Education Symposium on May 24th.

Your generosity and kindness exemplifies the caliber of business people we choose to acquaint our students with. It is through the efforts of people like you that we teach student the importance of working together.

Sincerely,

A handwritten signature in cursive script that reads "Stella Halpin".

Stella Halpin
Coordinator
Project S.T.A.R.S



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

March 29, 1990

Mr. Robert Kane
Principal
Far Rockaway High School
821 Beach 25th Street
Far Rockaway, New York 11691

Dear Mr. Kane:

During this school year, one aspect of our mission in Special Education has been to prepare students for experiences in the world of work. As you know, we have established many linkages with numerous companies which have been very supportive in providing training and job opportunities for our students. More than ever before, many students are involved in competitive employment and earning money for the work they do.

In light of this, we would like to invite you to a special event, a day of workshops and luncheon for principals, teachers, students and businesspeople who have contributed to the success of our programs. The theme of the day will be "Moving Onward-Moving Upward." With your approval, we would also like to invite your Assistant Principal for Special Education, the Transitional Coordinator, and nine Special Education students.

This event will take place at:

PLACE: Brooklyn Diocese Center
7200 Douglaston Parkway
Douglaston, New York

DATE: Thursday, May 24, 1990

TIME: 10:00 a.m. - 1:00 p.m.

I will contact you within a few days to discuss this with you.

Sincerely,

Lawrence Block
Executive Assistant

APPROVAL:

GERARD K. BEIRNE, SUPERINTENDENT, I.A.

LB:BG:lc

65

cc: Assistant Principal, Special Education



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

MEMORANDUM

DATE: March 30, 1990
TO: Assistant Principal, Special Education
Project S.T.A.R.S. Schools
FROM: Barbara Gray *BG*
RE: Career Symposium - May 24, 1990

Attached is a memo to your Principal regarding the Career Symposium to be held on May 24, 1990. Please note the following:

- 1- Please invite your Project S.T.A.R.S. Coordinator as well as your Transitional Coordinator. Inform the Transitional Coordinator that this meeting will be held in place of the TLC meeting originally scheduled for 1:00 p.m. on this date.
- 2- Travel arrangements are to be made by the Project S.T.A.R.S. Coordinator (permission slips are necessary). Field trip request forms must be submitted to Joy Kurtz no later than April 25, 1990.
- 3- All Project S.T.A.R.S. students are to attend. All students must wear clothing purchased through Project S.T.A.R.S.

Please submit a list of participants from your school to me no later than Thursday, May 3, 1990.

I look forward to seeing you.

Thank you.

BG:lc
70

cc: Lawrence Block

SPECIAL CAREER AWARENESS SEMINARS

Project S.T.A.R.S. has served as a model for other career awareness programs. This section includes information regarding these program which focused on opportunities in the following areas:

Hospitality - LaGuardia Marriott Hotel

Retailing/Fashion - A & E Stores
Strawberry Boutique

Banking/Finance - Dollar Dry Dock Bank



SPRINGFIELD GARDENS HIGH SCHOOL

Board of Education • City of New York

143-10 Springfield Blvd. Springfield Gardens, New York 11413

Phone: (718) 341-3033

ARTHUR CAUL
Principal

CAREER AWARENESS PROGRAM LaGuardia Marriott Hotel

QUESTIONS

1. How old do you have to be to work here?
2. What requirements are necessary in order to get a job?
3. What type of training program do you offer. How long?
4. Do you have any openings for part-time employment?
5. Do you have any minimum reading and writing requirements? Is there a test?
6. What is the dress code? Hair code?
7. Do you have a better chance at getting a job here if you speak another language?
8. Do you get tips and are you allowed to keep them?
9. Does the job offer any promotion possibilities?
10. Can you transfer to another Marriott Hotel?
11. Do you have to belong to a union?
12. Do you need a high school diploma in order to get a job here?
13. How much will I earn?
14. What benefits do you offer the employees?

**ANDREW JACKSON HIGH SCHOOL**

207-01 116 Avenue • Cambria Heights, N.Y. 11411-1098

LESLIE C. WENG, Principal

718-528-4220

October 20, 1989

Ms. B. Gray
Office Of The Superintendent
Queens High Schools
105-25 Horace Harding Expressway
Corona, New York 11368

Dear Ms. Gray:

The following are the ten questions you requested. I hope they are satisfactory.

1. What are the different jobs that are available in a hotel?
2. What are the requirements for these jobs?
3. Can I work after school or during the summer?
4. What are the salaries for the different jobs?
5. What does a person do who works at the front desk?
6. What does a hostess do?
7. Do you need a High School diploma to work at a hotel?
8. How can I join the Security Personnel?
9. Are there any benefits for employees? If yes, what are they?
10. Do you have to join a union? For all the jobs?

Looking forward to seeing you on Monday.

Sincerely,

Naomi Bookbinder
Special Education Teacher

BOARD OF EDUCATION OF THE CITY OF NEW YORK

Flushing High School

35-01 UNION STREET, FLUSHING, N.Y. 11354 • TELEPHONE 718-762-8360
JAY COHEN, PRINCIPAL

1. Do you have to join a union in order to work there?
2. Does everyone who works at a hotel get benefits? What are they?
3. Once you start to work in a hotel who do you get to advance?
4. Do you always have to have the same job?
5. Does the hotel pay for any further schooling?
6. If you don't like a job, can you change it?



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

January 20, 1990

Ms. Millicent Devonish
Director of Service
Marriott La Guardia Hotel
102-05 Ditmars Boulevard
East Elmhurst, New York 11365

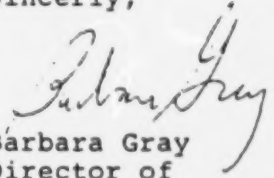
Dear Ms. Devonish:

I would like to express my appreciation for the informative and detailed presentation on Hotel Security that you gave to the Queens High Schools' Staff and students on December 18, 1989.

The new and expanded knowledge regarding job opportunities and the numerous responsibilities of the different positions will enhance both teachers and student career development programs. The students were very impressed with the tremendous level of coordination that is required to prepare the hotel for its guests. In addition, the group departed with increased appreciation for the role of the Service staff as an integral component of the hotel.

Thank you for participating in our linkage with the Marriott La Guardia Hotel.

Sincerely,


Barbara Gray
Director of
Transitional Services

BG:lc
84



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

January 20, 1990

Ms. Ida Hipper Goldstein
Security Administrative Assistant
Marriott La Guardia Hotel
102-05 Ditmars Boulevard
East Elmhurst, New York 11365

Dear Ms. Goldstein:

I would like to express my appreciation for the informative and detailed presentation on Hotel Security that you gave to the Queens High Schools' Staff and students on December 18, 1989.

The description of your job and responsibilities to the guests and hotel staff were quite impressive. I was happy that you made it very clear to the students that in dealing with security problems, safety is the first priority! The group departed with an increased awareness of the coordinator of services that is essential to running a hotel.

Thank you for participating in our linkage with the Marriott La Guardia Hotel.

Sincerely,

Barbara Gray
Director of
Transitional Services

BG:lc
84



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

January 20, 1990

Mr. Breen Johnson
Housekeeper Manager
Marriott La Guardia Hotel
102-05 Ditmars Boulevard
East Elmhurst, New York 11365

Dear Mr. Johnson:

I would like to express my appreciation for the informative and detailed presentation on Health Club Management that you gave to the Queens High Schools' Staff and students on December 18, 1989.

The new knowledge regarding job opportunities and the numerous responsibilities of the position will enhance both teacher and student career development programs.

Thank you for participating in our linkage with the Marriott La Guardia Hotel.

Sincerely,

Barbara Gray
Director of
Transitional Services

BG:lc
84



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

January 20, 1990

Ms. Laetita Hodge
Assistant Front Office Manager
Marriott La Guardia Hotel
102-05 Ditmars Boulevard
East Elmhurst, New York 11365

Dear Ms. Hodge:

I would like to express my appreciation for the informative and detailed presentation on Front Office Management that you gave to the Queens High Schools' Staff and students on December 18, 1989.

The new knowledge regarding job opportunities and the numerous responsibilities of the position will enhance both teacher and student career development programs.

Thank you for participating in our linkage with the Marriott La Guardia Hotel.

Sincerely,

Barbara Gray
Director of
Transitional Services

BG:lc
84



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

January 20, 1990

Ms. Michelle Taylor
Gift Shop Manager
Marriott La Guardia Hotel
102-05 Ditmars Boulevard
East Elmhurst, New York 11365

Dear Ms. Taylor:

I would like to express my appreciation for the informative and detailed presentation on Gift Shop Management that you gave to the Queens High Schools' Staff and students on December 18, 1989.

The new knowledge regarding job opportunities and the numerous responsibilities of the position will enhance both teacher and student career development programs.

Thank you for participating in our linkage with the Marriott La Guardia Hotel.

Sincerely,

Barbara Gray
Director of
Transitional Services

BG:lc
84



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

September 29, 1989

Mr. Arthur Caul
Principal
Springfield Gardens High School
143-10 Springfield Blvd.
Springfield Gardens, New York 11413

Dear Mr. Caul:

In consultation with your Assistant Principal, Special Education your school has been selected to participate in a unique program for Special Education students offered by the Queens High Schools Office and the LaGuardia Marriott Hotel. This program is designed to enhance career awareness pertaining to hospitality which includes the areas of hotel and restaurant management. The program consists of the following:

- 1) General Orientation October 23
 - 2) Personnel Matters in the Hospitality Field
(interviewing, selection process,
requirements, skills) November 27
 - 3) Career Opportunities - ROARS - Rooms and
Related Services (doorman, housekeeping, front
desk, recreation, security, gift shop, etc.)....December 18
 - 4) Career Opportunities - Food and Beverage
(restaurant personnel, host, waiters, etc.).....February 26
 - 5) Career Opportunities - Other Departments
(engineering, sales, catering, secretarial)
- Activities - Can you make a bed, load a cart,
carry a tray of food?.....March 26

The workshops will take place at the LaGuardia Marriott Hotel located at 102-05 Ditmars Boulevard, East Elmhurst, New York. The sessions will begin at 9:30 A.M. and conclude at 12:00 P.M. Transportation is to be arranged by the school coordinator.

Page 2

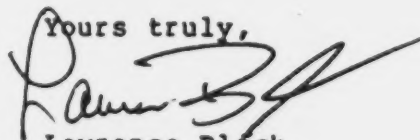
Please select seven (7) students from your school to participate in the workshops. Students should be selected on the basis of their participation in related programs in the school and/or interest in this area. Older students are preferable. All students will be expected to dress appropriately on these days. Students will be responsible for written evaluation of the workshops and any other follow-up activities which will be provided.

Selection of the teacher involved in this program is most important. This person must be available to attend all sessions and coordinate and implement appropriate follow up activities with the students.

I believe this program will be an excellent resource to provide an opportunity to expose students to job opportunities in the field of hospitality. It is our hope to eventually place students in jobs related to the hospitality area.

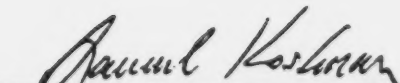
Please call Barbara Gray at (718) 592-4496 for information and confirmation of your participation in the program.

Yours truly,



Lawrence Block
Executive Assistant

APPROVED:



SAMUEL KOSTMAN, SUPERINTENDENT

LB:BG:mts

cc: Dov Rokeach
Fran Yauch
Gloria Trentham
Barbara Gray
Steve Kaplan
Lourdes Bobnis



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

M E M O R A N D U M

DATE: December 5, 1989
TO: Rosyn Gilaad, Springfield Gardens
FROM: Barbara Gray *BG*
RE: Follow-Up Activity - Marriott Hotel Seminar #2

Enclosed please find a worksheet for the students who attended the second seminar at the Marriott Hotel. I hope this will assist you in reviewing the information presented.

I look forward to seeing you at the next seminar on December 18, 1989 at 10:00 A.M.

BG:mts
cc: Gloria Trentham

MARRIOTT HOTEL/QUEENS HIGH SCHOOLS

CAREERS IN THE HOTEL INDUSTRY

SEMINAR #2

Vocabulary:

The following words were referred to during the presentation at the Marriott Hotel. Recall the definitions and write them below:

screening _____

references _____

job stability _____

benefits _____

shift _____

1. During the first interview you observed, the interviewee did not present herself well. Tell about 3 negative things you saw.

1. _____

2. _____

3. _____

2. How did the interviewee improve the second interview?

3. What is the job of a Dining Room Attendant?

Page 2
Seminar #2
Worksheet

4. What are three (3) things you must be able to do to qualify as a Dining Room Attendant?

1. _____
2. _____
3. _____

5. Based on what you have learned, tell whether the following statements are True or False.

_____ You should not write "English" on an application when it asks if you speak a second Language.

_____ Benefits sometimes include discounts at other Marriott Hotels and free dental care.

_____ You should not include a summer job or a volunteer job on your application.

_____ A pool attendant needs a certificate in lifesaving.

_____ When a new employer asks why you left your last job, it is o.k. to say "I didn't like it anymore."

BG:mts



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

MEMORANDUM

DATE: November 8, 1989
TO: Barbara Mandel
Flushing High School
FROM: Barbara Gray *BG*
RE: Follow-up Activity - Marriott Hotel Seminar #1

Enclosed please find a worksheet for the students who attended the first seminar at the Marriott Hotel. I hope this will assist you in reviewing information presented at the seminar and preparing for the next visit.

Ms. Bobnis of the Marriott has requested that we forward a resume for each student in your group before the next seminar. Please submit these resumes to me no later than November 17, 1989.

I look forward to seeing you at the next Marriott Seminar on November 27, 1989.

Thank you.

BG:lc
cc: Gerard Carins

**MARRIOTT HOTEL/QUEENS HIGH SCHOOLS
CAREERS IN THE HOTEL INDUSTRY**

SEMINAR #1

Vocabulary:

The following words were referred to during the presentation at the Marriott Hotel. Recall the definitions and write them below:

consistency _____

reservations _____

room service _____

bell captain _____

banquet _____

housekeeping _____

salon _____

concierge _____

1. Jobs in the hotel industry are classified as "front of the house" or "back of the house."

Name 3 jobs in each category:

Front of the House

Back of the House

2. Marriott personnel refer to the people who stay in the hotel as _____, not customers.

Fill in the word above and explain why

3. Name 5 different jobs you might have at the hotel and write a brief description of each.

1. _____

2. _____

3. _____

4. _____

5. _____

4. Describe the responsibilities of personnel working in the following departments.

housekeeping _____

security _____

carpentry _____

health club _____

5. Write a brief paragraph about dress regulations for employees of the Marriott. Include policies regarding hair, moustaches, earnings, etc.

6. What is the purpose of a flag on an employee's name tag?

7. Are all Marriott employees permitted to accept tips from guests? Which employees are permitted? Which are not permitted?

8. The Executive Offices house the following departments. Describe the responsibilities of each:

sales _____

marketing _____

catering _____

general management _____

9. What information were you able to see on the daily event screen in the main lobby of the hotel?

10. The seminar took place in the Forest Hills Room. How were all of the meeting rooms named? Can you name 2 other meeting rooms?

BG:lc



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

October 25, 1989

Ms. Lourdes Bobnis
Director, Human Resources
LaGuardia Marriott Hotel
102-05 Ditmars Boulevard
East Elmhurst, New York 11369

Dear Ms. Bobnis:

On behalf of the students and teachers who attended our first seminar on October 23, 1989, I would like to express our appreciation. You afforded the students an excellent opportunity to explore careers that are available in the hospitality industry. The extensive tour was fascinating to the students and educational as well. The students and teachers were most impressed with your professional presentation. You were very helpful in answering the students' questions about the hotel and employment opportunities which exist.

I know that we are all looking forward to the next seminar on November 29, 1989.

Again, thank you so much for your genuine concern and interest in the education of our students.

Sincerely,

Barbara Gray
Director
Transitional Services

BG:mts



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

November 21, 1989

Mr. Karl Kilburg
Regional Vice President
Marriott Corporation
1700 Broadway
New York, New York 10019

Dear Mr. Kilburg:

Enclosed please find a letter written to Ms. Lourdes Bobnis of the LaGuardia Marriott Hotel.

I would like to call your attention to Ms. Bobnis' involvement with the Queens High Schools. As you know there has been an emphasis on linkages between the educational community and the private sector. Ms. Bobnis has been most instrumental in furthering our endeavors.

Ms. Bobnis has opened the doors to our students and staff to provide career orientations in the hospitality field. Her professional presentation, expertise, and ability to communicate with our students has helped us to achieve our goal.

We look forward to the remaining seminars and hope to expand this program.

Sincerely,

Barbara Gray
Director
Transitional Services



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

March 2, 1990

Mr. Bertram Linder, Principal
Benjamin Cardozo High School
57-00 223rd Street
Bayside, New York 11364

Dear Mr. Linder:

Your school has been selected to participate in a unique program for Special Education students offered by the Queens High Schools Office and Dollar Dry Dock Bank. This program is designed to enhance career awareness pertaining to the banking field. The program consists of the following seminars.

I. Banking - General Information

Includes tour of the bank, presentation by Mr. David Stetch, Financial Center Manager and Assistant Treasurer. Topics will include: Types of banks, banking services, etc.

DATE: Wednesday, March 28, 1990

TIME: 10:00 a.m. - 12:00 p.m.

LOCATION: Dollar Dry Dock
43-73 Kissena Boulevard
Flushing, NY

II. Banking - Personnel Issues

Presentation by various bank employees. Topics will include: job descriptions, interviewing skills, appropriate communication skills for personnel, role playing, etc.

DATE: Thursday, April 26, 1990

TIME: 10:00 a.m. - 12:00 p.m.

LOCATION: Dollar Dry Dock

III. Consumer Banking

Topics will include: Purpose of savings and checking accounts, utilization of the banking services etc. This seminar will incorporate hands-on experiences in completing withdrawal slips, deposit slips, etc. There will be instructions in reading and understanding bank statements and other documents.

DATE: Wednesday, May 23, 1990

TIME: 10:00 a.m. - 12:00 p.m.

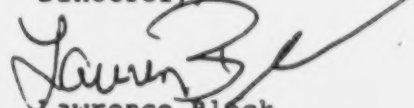
LOCATION: Dollar Dry Dock

Please select six (6) students from your Special Education classes to participate in this program. Students should be selected on the basis of their participation in related programs and/or interest in this area. Older students are preferred. All students will be expected to dress appropriately on these days. Students will be responsible for written evaluation and/or any other follow-up activities. It is best for the group to be accompanied by the Special Education Transitional Coordinator in your school. This person is responsible for arranging transportation.

I believe this program will expose students to principles and career opportunities in banking. It is our hope to eventually place students in jobs related to this area.

Please call Barbara Gray (718) 592-4496 for information and confirmation of your participation in the program.

Sincerely,


Lawrence Block
Executive Assistant

LB:BG:lc
25

cc: Dov Rokeach
AP Special Education
Barbara Gray
Steve Kaplan
David Stetch



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

April 3, 1990

Mr. David Stetch
Financial Center Manager
Assistant Treasurer
Dollar Dry Dock
43-73 Kissena Boulevard
Flushing, New York 11355

Dear Mr. Stetch:

On behalf of the students and teachers who attended our first seminar on March 28, 1990, I would like to express our appreciation. You offered the students an excellent opportunity to learn about banking services and careers available in the banking industry. The tour of the bank was most interesting and educational. The students and teachers were most impressed with your professional presentation.

I know that we are all looking forward to the next seminar on April 26, 1990.

Again, thank you so much for your genuine concern and interest in the education of our students.

Sincerely,

Barbara Gray
Director
Transitional Services

BG:lc
71



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

May 14, 1990

Mr. Arthur Green
Dollar Dry Dock
50 Main Street
White Plains, New York 10606

Dear Mr. Green:

A group of students from the Queens High Schools, New York City have been participating in a program with Dollar Dry Dock. Under the direction of Mr. David Stetch, they are learning about the services of the bank, personnel issues, security and personal banking.

I am writing to you to tell you of the excellent presentation by Mr. Al Ungar. Mr Ungar was well received by our students and teachers. He spoke about security issues in the banking industry. Mr. Ungar's presentation was most interesting and stimulated a great deal of thought on the part of our students. Mr. Ungar demonstrated extensive knowledge in his field and in the ability to relate to our students. We are grateful to him for a most impressive presentation.

Sincerely,

Barbara Gray
Director
Transitional Services

BG:mts
cc: Al Ungar
David Stetch

CERTIFICATE OF APPRECIATION PRESENTED TO

In Recognition
of Enthusiastic Participation
in the Special Education Operations Program

◆ **DollarDryDock** Financial Centers
MUCH MORE THAN A BANK

127

128



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

December 5, 1989

Mr. Myron Liebrader, Principal
Grover Cleveland High School
2127 Himrod Street
Ridgewood, New York 11385

Dear Mr. Liebrader:

In consultation with your Assistant Principal, Special Education your school has been selected to participate in a unique program for Special Education students offered by the Queens High Schools Office and A & E Stores Inc. (a very large retailing chain including Strawberry Boutiques). This program is designed to enhance career awareness pertaining to the field of fashion and retailing. The program consists of the following:

- I. Store Visit - Wednesday, February 21, 1990 - 8 A.M. - 10 A.M.

Strawberry
Austin Street
Forest Hills, New York

Store tour and presentation by Personnel Director, Leah Dweck, including the following topics:

1. Careers in the fashion retail industry
2. Job descriptions in the fashion retail industry
3. Who does Strawberry hire?
4. The interviewing process and applications
5. Pay, benefits, responsibilities, and regulations.

- II. Workshop - Wednesday, March 21, 1990 - 10 A.M. - location to be announced.

To be conducted by Mr. Barry Cohen, Career Consultant.

Topics will include:

1. The interviewing process - Preparing for it
Succeeding at it
2. Writing a brief resume.
3. Letters to communicate with prospective employers.

III. Seminar - Wednesday, April 25, 1990 - 10 A.M.- location to be announced.

Presentation by Personnel Director and Director of Asset Protection. The following topics will be discussed:

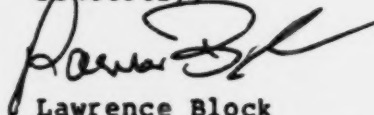
1. Loss prevention in the work place.
2. Customer Services.

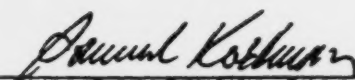
Please select eight (8) students from your Special Education classes to participate in this program. Students should be selected on the basis of their participation in related programs and/or interest in this area. Older students are preferable as there may be employment opportunities in this company. All students will be expected to dress appropriately on these days. Students will be responsible for written evaluation and/or any other follow-up activities. It is best for the group to be accompanied by the Special Education Transitional Coordinator in your school. This person is responsible for arranging transportation.

I believe this program will be an excellent resource to provide an opportunity to expose students to job opportunities in the field of fashion retailing. It is our hope to eventually place students in jobs related to this area.

Please call Barbara Gray (718) 592-4496 for information and confirmation of your participation in the program.

Sincerely,


Lawrence Block
Executive Assistant

APPROVED: 

SAMUEL KOSTMAN, SUPERINTENDENT

LB:BG:mts

cc: Dov Rokeach
Frances Yauch
AP Special Education
Barbara Gray
Steve Kaplan
Leah Dweck

TO: Albert Erani
RE: "Project JOBS"

June 8, 1990

Dear Albert,

As you may realize by scanning the correspondence I've been forwarding to you, the association between A&E Stores and the Queens and New York City high schools has proven mutually beneficial. A&E is being regarded as a "business partner" in the progress of promoting the school's graduates into meaningful and successful retail and business related careers. Public relations have never been better!

Due to my contact with The Board of Education staff, I've become most impressed by the dedication and commitment of the school's executives and teachers to the future of their students.

Enclosed is a letter from Mr. Steven Kaplan, New York City Coordinator for "Project JOBS" inviting us to participate in a most worthwhile project.

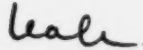
Last year, Alexander's donated \$2,000 and some surplus fixtures and racks to help the students open a small retail store in one of the unused classrooms. The store, located at Jane Addam's High School, is run solely by students and operating at a profit. They purchase their merchandise (ranging from school supplies to clothing) from outside vendors doing all the merchandising, stock, and record keeping themselves. The press, media coverage, and business/public support Alexander's has received is both incredible and invaluable (please see enclosed articles).

Steven has invited us to join other business partners to help students in another high school open a similar store. My involvement would be in teaching these specially chosen students selling, merchandising, and overall retail procedures. I would be glad to do this in my free time, and would welcome the opportunity to participate in this worthwhile project. This could only further enhance our corporate and retail image.

I am very anxious to discuss with you how we can benefit from the opportunity that we have been given to participate in this project. I welcome any input and suggestions that you may have.

I look forward to hearing from you soon.

Sincerely,


Leah J. Dweck

cc: Bruce Klein

strawberry • j. dudley • SLAS-101



NEW YORK CITY PUBLIC SCHOOLS

JOSEPH A. FERNANDEZ
CHANCELLOR

May 23, 1990

Ms. Leah J. Dweck
Director of Personnel
A & E Stores, Inc.
50 East 42nd Street
New York, NY 10017

Leah
Dear Ms. Dweck:

Over the past several months, A&E Stores has made significant contributions to the educational development and heightened career awareness of our high school staff and students. Your retail orientation seminars which have incorporated specific marketing techniques with generic job-readiness skills, are invaluable "hands-on" teaching tools. The dedication and involvement of your staff is highly commendable and serves as a role-over for our transitioning pupils.

In September 1989, Project Jobs, Alexander's Inc., the Governor's School and Business Alliance (SABA) and Jane Addams High School developed the "Addams Apple." Our efforts have resulted in the building and student-run operation of a retail department store in Jane Addams High School. This project marks a milestone in private and public sector linkage. "Addams Apple" is a great success from the standpoints of achieving positive educational goals and objectives and financial return.

Project Jobs, Alexander's Inc., and SABA have begun plans for replication of "Addams Apple" in a Queens High School. Eventually, we aim to have at least one store in each borough, providing the retail industry with a pool of trained personnel fully ready to slip into the entry level competitive employment market. The above parties would welcome the participation of A&E Stores, Inc. to our partnership.

You have demonstrated great enthusiasm and a keen sensitivity in dealing with our young men and women. I have enclosed information which details the "Addams Apple" Program and Project Jobs. News coverage tapes of Channels 2,4,7, and CNN are available for your viewing. I welcome the opportunity to discuss the role that A&E Stores, Inc. may play in our next project.

Sincerely,

Steven Kaplan
N.Y.C. Coordinator
PROJECT JOBS



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

April 30, 1990

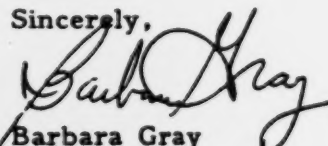
Mr. Jeff Wells
A & E Stores Inc.
1125 Pleasant View Terrace
Ridgefield, New Jersey 07657

Dear Mr. Wells:

I would like to thank you for your excellent presentation to the Queens High Schools students. The information you related regarding your career path was impressive and served as great inspiration for our students. Your discussion of job opportunities was very valuable as well.

Again, thank you so much for a very professional and informative presentation.

Sincerely,


Barbara Gray
Director
Transitional Services
Queens High Schools

BG:mts



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

April 30, 1990

Mr. Craig Ward
A & E Stores Inc.
1125 Pleasant View Terrace
Ridgefield, New Jersey 07657

Dear Mr. Ward:

Thank you so much for a most enlightening seminar on loss prevention. Your presentation was well received by the students and teachers as well. Your realistic approach is sure to help these students, many of whom hope to be employed in the retail industry.

We thoroughly enjoyed and benefited from you fine presentation. Your concern for our students is much appreciated.

Thank you very much.

Sincerely,

Barbara Gray
Director
Transitional Services
Queens High Schools

BG:mts



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

February 21, 1990

Ms. Leah Dweck
Personnel Director
A & E Stores, Inc.
50 East 42nd Street
New York, New York 10017

Dear Leah:

I cannot tell you how much I appreciated your superb presentation to the students of the Queens High Schools. They were all able to relate to you and all of the important information you imparted regarding careers, job skills, and determination.

You truly fit the bill as a Personnel Director as you certainly are a "people person". You made all of the students and teachers as well feel most comfortable as you provided a wonderful atmosphere for learning.

You were an inspiration to our students who now have a great understanding of a successful retail operation.

I look forward to our next seminar on March 21st.

Thank you so much.

Sincerely,

Barbara Gray
Director of
Transitional Services
Queens High Schools

BG:lc
13

EMPLOYMENT OPPORTUNITIES

Many members of the private sector demonstrated great interest in the Project S.T.A.R.S. program.

This section includes several follow up letters to meetings with personnel directors which led to job opportunities for the students.



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

April 24, 1989

Mr. Jack Rosenthal
Alexander's
731 Lexington Avenue
New York, New York 10022

Dear Mr. Rosenthal:

I would like to thank you for your interest in PROJECT S.T.A.R.S.
I appreciate the time you spent with me to discuss the program.
As per your suggestion, I have arranged an interviewing procedure
for our students with your Personnel Manager, Ms. Lindsey Itkin.

I look forward to working with you and hope that employment of our
students will be beneficial to your store.

Thank you again for your concern.

Yours truly,

Barbara Gray
Director
PROJECT S.T.A.R.S.

BG:mts
cc: L. Block



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

MEMORANDUM #93

DATE: January 22, 1990

TO: ASSISTANT PRINCIPALS - SPECIAL EDUCATION

FROM: Barbara Gray *BG*

RE: Part Time Employment - Kennedy Airport

Transitional Coordinators have been informed that there are many part time positions available with Dynair, a company at Kennedy Airport. The jobs involve ramp work as well as maintenance of interiors of airplanes. Students must be 17 years or age or older.

In order to provide students with a clear understanding of the duties involved, work hours, benefits, etc., the company has agreed to present a training session at the facilities at Kennedy Airport on Thursday, February 8 at 3:00 P.M. Please be certain that students are able to get to the airport independently as this will be necessary for employment. In addition, please obtain parental permission for this session. Transitional Coordinators may attend if they so desire.

Please have your Transitional Coordinator send or call in a list of students who will attend this training no later than Monday, February 5. Additional information will be provided at that time.

If you have any questions, please call me at (718) 592-4496.

BG:mts

cc: L. Block
Transitional Coordinators



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

MEMORANDUM

DATE: December 7, 1989
TO: Transitional Linkage Coordinators
FROM: Barbara Gray *BG*
RE: Part Time Employment at Pathmark

The Personnel Director of Pathmark will visit three stores to interview our students. The schedule is as follows:

December 19	11:00 A.M.	Pathmark 92-10 Atlantic Avenue Ozone Park
December 20	11:00 A.M.	Pathmark 42-02 Northern Blvd. Long Island City
December 20	2:00 P.M.	Pathmark 3106 Farrington Street Whitestone

Pathmark will hire students who are 14 years of age and older. There are a variety of jobs and shifts available. The rate of pay is \$4.00 per hour to start.

Students who are under 18 years of age must appear at the interview with working papers and one other form of identification. Those who are over 18 must present 2 forms of identification.

Please call me at 592-4496 by Wednesday, December 13, 1989 with the names of the students who would like to apply for positions at Pathmark.

Thank you.

BG:mts
1

ADMINISTRATIVE INFORMATION

Communication was a vital component in the operation of the Project S.T.A.R.S. program.

This section includes samples of letters to Principals, Assistant Principals, Project S.T.A.R.S. Coordinators and parents. Well informed school personnel and parents were better able to support the efforts of the program and assist the students in reaching their goals.



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

M E M O R A N D U M

DATE: January 23, 1989

TO: Selected Principals

FROM: Lawrence Block *Lawrence Block*

RE: Project Stars

Congratulations! Your school has been selected to participate in a new program, Project Stars. Enclosed, please find a copy of the grant proposal. We would like to implement the program as of February 1, 1989.

The purpose of the program is to provide transition from school to job opportunities by having students work in retail stores and participate in training programs offered by retail organizations.

Please note that a .2 position will be allotted to your school for this program. I would like to meet with your Assistant Principal/Special Education on Thursday, January 26, 1989 to discuss program implementation. The meeting will take place at the Queens High School Office at 1:30 P.M.

Thank you for your cooperation and support.

APPROVED: *Samuel Kostman*
SAMUEL KOSTMAN, SUPERINTENDENT

LB:mts

cc: A.P. Special Education



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

M E M O R A N D U M

DATE: March 9, 1989

TO: Principals
Assistant Principals Special Education

FROM: Barbara Gray, Director of Transitional Services *BB*

RE: PROJECT STARS

The first Project STARS Seminar will address the topic of Attendance and Punctuality. It will be conducted by personnel from Alexander's as well as other businesses.

The Seminar will be held at:

DATE: Thursday, March 16, 1989

PLACE: Jamaica High School - Library

TIME: Jamaica and Thomas Edison - 8:30-10:00

John Adams, Richmond Hill,
Francis Lewis - 10:30-12:00

Flushing, John Bowne - 1:00-2:30

Please confirm your transportation arrangements as per our discussion.

Each seminar will be videotaped. Therefore, please be sure that you include parental permission in the event that the student is photographed as well as permission for the trip itself.

In addition, please have children dress appropriately as if they were going for a job interview (shirts with collars and no sneakers). Remind them that they will be meeting prospective employers.

(Continued)

February , 1989

Dear Parent:

A unique, new program has just begun in our school. It is called Project STARS (Students Training at Retail Stores) and we think your (son, daughter) might be a good candidate for it.

As the name of the Project implies, STARS will involve its students with retail stores such as Alexander's, Bloomingdales, and others who have agreed to provide training and paid job opportunities to students while they are still in school. Students in the program will be involved in it for a year and a half and if they successfully complete the program and are still interested, will have the opportunity to join one of the stores as a full time employee with the possibility of upward movement within the company. All students will certainly emerge with skills that will give them an edge over other students once they begin to compete for jobs in the adult world.



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

M E M O R A N D U M

DATE: February 23, 1989

TO: Assistant Principals Special Education
Project STARS

FROM: Barbara Gray, Director of Transitional Services

RE: Project STARS Training Workshops

The following schedule indicates tentative dates for workshops for Project STAR participants. The workshops will be conducted by representatives of Alexander's. They will be held in the library of Jamaica High School.

WORKSHOP #	1	Attendance and Punctuality	March 16, 1989
	2	Attire in the Workplace	April 13, 1989
	3	Communication Skills	May 11, 1989
	4	Interviewing Techniques	June 9, 1989

I will contact you to arrange for transportation and to answer any questions you may have.

Thank you.

BG:mts
cc: L. Block



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS

March 14, 1990

Dear Parent(s):

I would like to take this opportunity to give you an update of the Project S.T.A.R.S. program in which you child is participating.

As you know this project has been in effect since February of 1989.

Project S.T.A.R.S. (Students Training at Retail Stores) is designed to prepare students for entry into the workforce. Every aspect of this preparation is covered in detail. Not only does your youngster attend workshops, he/she participates actively in them.

If you will recall, part of our program has focused on the proper dress code for the work place. To this end, and through the efforts of Abraham and Straus are to receive an outfit of clothing suitable for the job interview and for work. Please remember that these outfits are being paid for by the Project S.T.A.R.S. funds. Students will also be required to wear these outfits at a special meeting to be planned at the end of the term.

Sincerely,

Barbara Gray
Director
Transitional Services

BG:SH:lc
40



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4498

SAMUEL KOSTMAN
Superintendent

M E M O R A N D U M

DATE: April 7, 1989
TO: ASSISTANT PRINCIPALS/SPECIAL EDUCATION
FROM: Barbara Gray *BG*.
RE: PROJECT STARS

In conjunction with our unit on "Dress and Proper Attire for Work" we have planned a hair care seminar for Project STARS participants on April 25, 1989 at Thomas Edison High School. The schedule will be the same as the other STARS seminars. We would like to invite parents to attend. Permission forms for students who will participate as models and parent invitations are enclosed. Please forward the above to your Project STARS coordinators for distribution to the students.

Thank you.

BG:mts
13
cc: L. Block

March 12, 1990

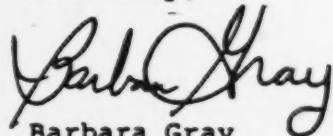
Dear Parent(s):

As you know your child participates in Project S.T.A.R.S.. This program is designed to prepare students for employment opportunities. In an effort to assist your child in this endeavor, we are providing an outfit of clothing suitable for an interview and work experiences.

I give my child, _____, permission to accept an outfit of clothing. I understand that the outfit is being provided for from funds in the Project S.T.A.R.S. grant.

I understand that I am under no obligation with regard to responsibility of payment.

Sincerely,



Barbara Gray
Director Transitional
Services

BG:SH:lc
37

Parents Signature

April 6, 1989

Dear

As part of our PROJECT STARS Program, students will be learning about appropriate dress and appearance for work. In conjunction with this, we have planned a seminar about haircare on April 13, 1989. New York State Licensed beauticians will demonstrate skills in proper haircare.

With the consent of your son/daughter and your written consent below, your son/daughter may have an opportunity to have his/her hair styled, cut or colored. This will be discussed with your son/daughter at the seminar.

Student's Name

School

Parent's Signature

BG:mts



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

M E M O R A N D U M

DATE: March 23, 1989
TO: Project S.T.A.R.S. Coordinators
FROM: Barbara Gray, Director, Project S.T.A.R.S. *BC*
RE: Summer Employment Applications

Please remind your students that they should not apply for any summer programs. Project STARS students will be employed through P.I.C. (Private Industry Council). Filling out other applications will jeopardize their acceptance by P.I.C.

Thank you.

cc: Lawrence Block
Assistant Principals Special Education

MEETINGS OF PROJECT S.T.A.R.S. COORDINATORS

Throughout the program, the Project Director and school coordinators were in close contact. In addition, coordinators communicated with each other and shared ideas that would benefit the program.

Monthly coordinator meetings focused on plans for workshops, employment opportunities and status of Project S.T.A.R.S. students.

This section includes schedules of meetings, several agendas, and minutes of some meetings.

Minutes of Project STARS

Meeting (March 9, 1989)

- (1) Discussed approximately how many students were enrolled in Project STARS for each high school:

Jamaica H.S.	23	John Adams H.S.	16	Richmond Hill H.S.	13
Francis Lewis	10	Flushing H.S.	10	Edison H.S.	10

It was noted that all students must have permission slips signed and returned so that they may be enrolled in STARS, and also so that they may attend all five outings.

- (2) Went over any problems encountered in recruiting students.

Some parents were worried about summer camp or summer school. Should students still be enrolled in STARS if they will also be enrolled in summer camp or summer school? Yes.

- (3) Spoke about the Advisory Council meeting that was held this morning. Representatives from various companies such as Chemical Bank, Macy's, Seven Eleven, etc. were present.

- (4) Alexander's Department Store will start hiring our students some time in May. However, not all students will begin work on the same day. After training session #1, we will start sending students on interviews. Therefore, they should be prepared: practice filling out applications, go on mock interviews to high school office etc. Interviews will begin with Alexander's, and Macy's. Students must be presentable! They should dress well and know how to fill out an application.

- (5) PIC - the Private Industry Council will pay for all our students' employment! PIC will do the payroll and help to monitor the students' progress as well. Specifically, PIC will pick up the cost of the students' jobs for seven weeks (35 hours a

(week). PIC is really the employer and is responsible for the students' pay, workmen's compensation, etc. In addition, PIC will reimburse retail stores that retain the students after the summer. These employers will be reimbursed for half the students' salaries.

- (6) When looking for such a position, try to find a place that will hire the student for the upcoming year as well as for the summer. We are trying to sell STARS not PIC. We need businesses that will commit to STARS.
- (7) In about a month, summer youth employment applications will be sent out. DO NOT let any STAR students fill out these applications! They will automatically be put in the computer and be given a SYEP non-competitive job. There's no changing their situation after that.
- (8) Talk to students at pre-training seminar in your school. Explain to students that they may have to wait for jobs and that they have to present themselves properly so that they are worth having.
- (9) Want all students to have jobs, but department store jobs are better because there is more of a ladder. Students would have more of a chance to move up.
- (10) If necessary, students can move in September to another job, after their summer job is finished.
- (11) Barbara Gray will visit or call any business, that anyone may know of, that is interested in hiring our students.
- (12) Representatives from various stores will be at the seminar. on Thursday. Al Henry from Alexander's will most likely be at the seminar too. Students should be as organized as possible that day.

- (13) The training session at Jamaica High School will be video-taped by Francis Lewis High School. All A.P.'s should attend as well.
- (14) Begin collecting documentation from students so that they may be hired as quickly as possible when the time comes. Various documents will be required by PIC. Keep a copy of all documents in their folders.



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

PROJECT STARS COORDINATORS MEETING

April 6, 1989

A G E N D A

- I. Update Project STARS
- II. Employment Referrals
- III. Preparation for Interviews
- IV. Seminar #2
- V. Special Workshop - Hair Care



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11388 • 592-4496

SAMUEL KOSTMAN
Superintendent

PROJECT S.T.A.R.S.
COORDINATORS MEETING
MAY 4, 1989

AGENDA

- I. Update - Student Placement
- II. Job Development
- III. P.I.C. Applications
 - 1. S.T.E.P.
 - 2. Summer Employment
- IV. Seminars - May 11, June 9
- V. Summer Scheduling
- VI. Per Session Time Sheets
- VII. Discussion - Project S.T.A.R.S.

BG:lc



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

PROJECT STARS MEETING

Thursday, January 26, 1989

MINUTES

L. Block, Executive Assistant, Special Education
P. Brodsky, Teacher Richmond Hill High School
R. Brown, Office of Adaptive Physical Education
G. Cairns, Assistant Principal, Flushing High School
P. Crane, Assistant Principal, Richmond Hill High School
P. Fisch, Assistant Principal, Jamaica High School
R. Gonzalez, Project ROPO
B. Gray, Queens High Schools Office, Transitional Coordinator
A. Henry, V.P. Alexander's Inc.
J. Kurtz, Queens High Schools Office, Project STARS
B. Mandell, Teacher, Flushing High School
P. Murphy, Assistant Principal, John Bowne High School
A. Romanoff, Assistant Principal, John Adams High School
E. Thomas, Assistant Principal, Thomas Edison
P. Troll, Teacher, Richmond Hill High School
B. Weisent, Cooperative Services Model

I. Introduction - L. Block, Executive Assistant

Following Mr. Block's lead, all attendants introduced themselves.

Mr. Block discussed the current need in retail industry for employees and the appropriateness of our student population filling that need. Project STARS is designed to facilitate this type of relationship between industry and special education.

II. Overview of Project STARS - B. Weisent, Team Leader CSM

Ms. Weisent began with an historical perspective of the Project, citing Frances Yauch, Career Administrator, as one of the writers of the STARS proposal and mentioning her own involvement in the Project's formative stages.

Ms. Weisent mentioned some very positive aspects of the Project including industry support and job related affective skill training for students. STARS fits neatly into the Occupational Education Sequences at schools so that Part 100 Regulations can be addressed.

In summary Ms. Weisent stated the focus of Project STARS to be a collaborative effort of industry and education whereby students are transitioned from their mid-junior year of high school, through graduation, into a full time employment situation.

Mr. Richard Brown from the Office of Adaptive Physical Education was introduced. Mr. Block stated that a component of the STARS program will address physical education student needs in an effort to make STARS as comprehensive and supportive a program as possible, one which will raise students' self esteem as well as make STAR students an elite group of youngsters.

Mr. Block pointed out that students who leave school are not job ready; diploma bound students do not necessarily maintain jobs for any greater length of time than non-diploma bound students do.

III. The Role of Private Industry in Project STARS -
A. Henry, Vice President Community Relations Alexander's Inc.

Mr. Albert Henry, Vice President, Community Relations of Alexander's Inc., spoke of the tremendous turnover rate in the retail industry and the need of the industry to generate a sales force. He listed various employment opportunities at Alexander's but noted that these opportunities are only as available as one's work ethic is strong: assistant manager, department area manager, assistant buyer, buyer, operations staff, warehouse staff and staff associated with informations systems.

Mr. Henry described a more sophisticated worker than yesteryear's cashier who must meet the demands of today's high-tech IBM cash register.

In summary, Mr. Henry said, "If I could get 120, ready to work employees...it's an advantage for my business to get involved in the program." He also stated his willingness to utilize, select, or re-arrange whatever he has to give to the Project.

IV. The Role of School Coordinators

Ms. Joy Kurtz, Borough Coordinator of Project STARS spoke of the general responsibilities of the School Coordinators. School Coordinators are to assist in site student selection, to orientate students and parents to the Project, to provide support in the teaching of affective job skills, to visit and assist students at work sites and to assess the quality of

Page 3 - Minutes- Projects Stars Mtg.

their work and job experiences. School Coordinators will also prepare logs, forms and other materials and meet periodically with the Borough Coordinator.

V. Discussion

Mr. Block presented a general framework from which the group could begin to work. He stressed group collaboration which focuses not so much on developing academic skills but teaching job related affective skills.

Within a month a program concept will be developed. During this time it is important to begin to work with the Office of Vocational Rehabilitation, Mrs. Rosemary Gonzalez of Project ROPO (Reach Out to Parents Office) and the Guidance Counselor and Business Assistant Principal of each school.

Mr. Block reiterated the objective of the project to be job readiness and maintenance. Many resources, including VEA priority funding and financing for curriculum development, exist to expand the occupational education sequences. Discrete components can be added for non-diploma students.

The position comes with a .2 so that Coordinators can devote time to the project; after school per-session work is also involved. By March, prescribed coordinator duties will be in place.

Mr. Henry spoke of selecting students with the least visible handicapping conditions.

Mr. Block responded by cautioning school personnel to "think smart" regarding student selection; chosen students should be moderate in their behavior. The integrity of the program is important.

Assistant Principals were asked to call the next day with schedules of availability for committee and sub-committee meetings.

02\09\89



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

PROJECT STARS

SCHOOL BASED COORDINATORS' MEETING

Thursday, February 9, 1989

AGENDA

I. Program Overview

1. Current focus on Transitional Planning
2. Mission and Focus Of Project STARS
3. Program Components
 - a. Employment
 1. Coordinators' Role
 - b. Career Training
 - c. Curriculum Development
 - d. Personal Development

II. Student Recruitment and Selection

1. Assistant Principal input
2. Parents
3. 20 Students
4. Orientation - Parents
 - a. completed by March 3, 1989
 - b. call in dates and alternate to J. Kurtz
 - c. letter to parent
 - d. recruitment document

III. Future Meetings

1. Curriculum development
 - a. Volunteers
 - b. Days available
 - c. Per Session
2. Department Store Orientation
 1. Check with Assistant Principal
3. February 16, 1989 - next meeting
Topic - Development of document for recruiting for Project STARS

IV. Questions - Problems

MINUTES

2/9/89

Meeting began at 3:10 P.M.

Overview of program and brief introductions.

Goal: Getting students job-ready in 1½ years.

- 1) We discussed page 5 in the booklet. Every student involved, will work part time this time. The career training will be provided so far by Alexanders. Joy explained the outlining curriculum on page 8 of the booklet. She told us there must be 20 kids in the program. If this causes a problem, she would like to know immediately. All coordinators must have at least the last period free.
- 2) Student selection must be completed as quickly as possible - AP coordinator, and any one else who you feel can help with the selection must select the kids. 10 to 15 of the kids must be solid kids, kids who are responsible, who want to get ahead, reliable and who we would have working in our stores. They must be trustworthy and honest. Kids should have a good disposition. A.P.'s must call parents to introduce the program of possible candidates of the program.

Coordinators will be responsible for setting up an orientation for the parents. At the meeting parents will hear from Joy, Coordinator, store representatives (if possible) and anyone else who is involved in the program. Orientation meetings will probably have the best turn-out earlier in the day. (preferably the morning, anytime after 6:30).

- 3) Joy must have a date and an alternative date for the orientation as soon as possible. By 3/3/89 (the sooner the better) all orientations must have been held.
- 4) Volunteers to work on curriculum: Gloria Smith, Stella Halpin, Pat Troll, Jamaica H.S. As of now the best days to work per session would be Tuesday and Thursday.
- 5) Upcoming Issues
 - a) Joy needs dates from coordinators to make appointments to visit stores where students may work.
 - b) Are resource room students qualified for STAR?
 - c) Is it possible to have parking and refreshments?

Suggestions

- a) Get to know OVR person in your building. Next meeting February 16th 3:00 (will get paid for it).

Submitted by Felice Brodsky



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

**PROJECT STARS
COORDINATORS MEETING**

February 16, 1989

A G E N D A

- I. Selection of Students
- II. Planning of Parent Orientation
- III. Alexander's Training Sessions
- IV. Payroll Information
- V. Questions Re: Project Stars



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

**PROJECT STARS
COORDINATORS MEETING**

February 23, 1989

A G E N D A

- I. Progress in Selection of Students
- II. Progress in Planning of Parent Orientation
- III. Update - Curriculum Development
- IV. Alexander's Workshops
 - 1. Tentative Schedule
 - 2. Transportation Arrangements
 - 3. Preparation and Follow-up
- V. Record Keeping for Participating Students
 - 1. Biographical Information
 - 2. Parent Permission
 - 3. Teacher Assessment Form
 - 4. Case Summary Sheet
 - 5. Teacher Assessment
 - 6. OVR and Medical Information
 - 7. Employment Observation Form
- VI. Questions Re: Project Stars
- VII. Coordinators Meeting March 2, 1989
 - Guest Speaker: Al Henry, Vice President Alexander's



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

PROJECT STARS MEETING

March 2, 1989

A G E N D A

- I. Mr. Al Henry, Alexanders
- II. Conference in Washington re: Project Stars
Barbara Gray
- III. Discussion of Selected Students
- IV. Update - Parent Involvement
- V. Discussion - Training Seminar #1
- VI. Questions and Concerns

BG:mts



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

PROJECT STARS COORDINATORS MEETING

March 9, 1989

A G E N D A

- I. Update - Selection of Students
- II. Update - Parent Involvement
- III. Preparation for Seminar #1
 - A. Importance of Dress Code
 - B. Behavior
 - C. Organization
- IV. P.I.C. - Documentation for Summer Employment
- V. Job Development at Retail Stores
- VI. Distribution and Utilization of Job Applications from Alexanders
- VII. Questions RE: Project STARS

SCHEDULE OF COORDINATOR MEETINGS

PROJECT S.T.A.R.S

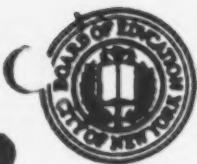
<u>MONTH</u>	<u>DATE</u>	<u>DAY OF WEEK</u>	<u>TIME</u>
SEPTEMBER	13TH	WEDNESDAY	2:00 PM
SEPTEMBER	20TH	WEDNESDAY	2:00 PM
OCTOBER	11TH	WEDNESDAY	2:00 PM
NOVEMBER	8TH	WEDNESDAY	2:00 PM
DECEMBER	13TH	WEDNESDAY	2:00 PM
JANUARY	10TH	WEDNESDAY	2:00 PM
FEBRUARY	7TH	WEDNESDAY	2:00 PM
MARCH	14TH	WEDNESDAY	2:00 PM
APRIL	18TH	WEDNESDAY	2:00 PM
MAY	9TH	WEDNESDAY	2:00 PM
JUNE	13TH	WEDNESDAY	2:00 PM

SCHEDULE OF SEMINARS FOR PROJECT STARS

<u>DATE</u>	<u>TOPIC</u>	<u>LOCATION</u>
October 26, 1989	Loss Prevention	Alexanders Dept. Store Flushing, NY
November 21, 1989	Customer Service	Library Jamaica High School
December 14, 1989	Selling Techniques	Library Jamaica High School
January 4, 1990	Sales Equipment	Alexanders Dept. Store Flushing, NY

SESSION TIMETABLE

Session I	9:00AM - 10:30AM	Francis Lewis High School Edison High School
Session II	10:30AM - 12:00PM	Jamaica High School John Adams High School Richmond Hill High School
Session III	1:00PM - 2:30PM	Flushing High School John Bowne High School



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOLS
SAMUEL KOSTMAN, SUPERINTENDENT

PROJECT S.T.A.R.S.
COORDINATORS MEETING
SEPTEMBER 13, 1989

A G E N D A

1. Welcome
2. Update
3. PIC requirements
4. Curriculum
5. Schedule of Meetings
 Seminars
 Coordinator Meetings

**NEW YORK STATE
DEPARTMENT OF LABOR**

PARTICIPANT RECORD
(Please fill out DATA)

Registration Number

Reservations (48 day update)

Date _____

PROGRAM OPERATOR NAME:

A. PARTICIPANT IDENTIFICATION:

1) Social Security Number [Vertical bars]	2) Title	3) Date [Vertical bars]	4) Component Number [Vertical bars] (Agency Code) (Contract No.)	5) Last Name First M.
6) Birthdate [Vertical bars]	7) Age	8) Street Address (Residence)	9) County	10) Telephone Number Area Code ()
11) Mailing Address (if different)		12) City		13) Zip Code
14) Citizenship 1) Citizen 2) Eligible Non-Citizen				

B. ECONOMIC DATA

NOTE: THIS SECTION MUST BE COMPLETED FOR ALL PROGRAMS (ITEMS 13-22)

15, 16, 17) CASH WELFARE (Show monthly amount and Case Number) A WIN-AFDC \$ _____ No. _____ B Non-WIN-AFDC \$ _____ No. _____ C HR \$ _____ No. _____ D RCA \$ _____ No. _____ E SSI \$ _____ F Family Day Care \$ _____	19) Family Income Annualized	20) Number in Family (last 6 months)	21) Applicant Income Annualized
18) Cash Welfare 12 months or longer 1) Yes 2) No	21) Family Income Annualized	22) Economically Disadvantaged Child 1) Receiving Cash Welfare 6) Handicapped (See Item 1) 2) Family Income Less Than or Equal to OMB Poverty Guideline 7) HEOP 3) Family Income Less Than or Equal to 70% of LLSIL 8) HEOP (Supp) 4) Food Stamps 9) Ward of the State or County 5) Foster Child 10) Not Econ. Disad.	

C. DISLOCATED WORKER CRITERIA (TITLE III ONLY)

23a) Circle the category (A, B, C, D) which represent the reason the applicant was certified for Title III, and subparts within each definition (1-3).

A. Eligible for or exhausted entitlement to UI and unlikely to return to previous industry/occupation and have been:

1) terminated or laid off, or
2) in receipt of notice of termination/lay off

B. As a result of permanent plant or facility closing, person:

3) was terminated
4) received notice of termination

C. Unemployed 15 weeks or more and have limited opportunities in area of residence for employment or re-employment in same or similar occupations including older individuals who may have barriers to employment by reason of age:

5) under 56 years
6) 55 or older

D. Were self-employed and are unemployed as defined in instructions:

7) Natural Disaster
8) General Economic Conditions

b) Source of verification: _____ Lay-off notice _____ Other (specify) _____
_____ UI Document

D. EMPLOYMENT DATA

24) Labor Force Status 1) Employed Full Time 2) Employed Part Time 3) Unemployed 4) Not in Labor Force	25) Laid-Off 1) Yes 2) No	26) Date Laid Off Mo. / Day / Year	27) Last Date Worked Mo. / Day / Year	28) Hourly Wage Last Job _____	29) Unemployment Insurance 1) Current 3) Exhausted 2) Not 4) Claimant Eligible 5) Not Filed
30) Weeks Unemployed _____	31) Weeks Unemployed (Last 26 Weeks) _____	32) DOT Code of Client Occupation _____ Mandatory (_____) Optional		33) SIC Codes (Title III Only)	

E. CHARACTERISTICS

34) Sex 1) Male 2) Female	35) Single Parent Head of Household 1) Yes 2) No	36) Number of Dependents Under 6 yrs. old _____ 6-17 yrs. old _____ 18 or over _____ None _____	37) Ethnic Group 1) White non-Hispanic 2) Black non-Hispanic 3) Hispanic 4) American Indian/Alaskan Native 5) Asian/Pacific Islander	38) Education Status 1) School Dropout 2) Student (HS or less) 3) HS Graduate or Equivalent 4) Post HS Attendee	39) Highest Grade Completed ____	40) 7th Grade Reading Level 1) Yes 2) No	41) In School 1) Yes 2) No 3) Yes (risk)
42) Veteran Status 1) Vietnam 2) Veteran 3) Disabled 4) Recently Separated 5) Non-Vet	43) Separation Date (if Veteran) ____/____/____ (Mo.) (Day) (Year)	44) Limited English 1) Yes 2) No	45) Displaced Homemaker 1) Yes 2) No	46) Handicapped 1) Yes 2) No	47) Offender 1) Yes 2) No	48) SIA Resident 1) Yes 2) No 3) A.B. over	
49) Farm Residence 1) Yes 2) No	50) Selective Service Registration 1) Yes 2) No 3) NA	51) Teenage Parent 1) Yes 2) No	52) Older Worker 1) Yes 2) No	53) Homeless Youth 1) Yes 2) No	54) Substance Abuser 1) Yes 2) No	55) CEO Code M = Metro Y = NYC N = Non-Metro B = Built	

WORK HISTORY

1st Job: Employer Name and Address		Date of Employment _____ to _____		Job Title	
Duties		Last Hourly Wage		Hrs./Week	
				Reason for Leaving	
Title III Qualifying Job: Employer				Date of Employment _____ to _____	
Duties		Last Hourly Wage		Hrs./Week	
				Reason for Leaving	



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

PROJECT S.T.A.R.S.

Direction for P.I.C. Applications

1. Each student receives 2 applications.
2. Fill out Part A on Application #1.
3. Sign Application #2 (over 18 does not require parent signature).
4. If alien - you must attach a copy of alien registration card (back and front).
5. If under 18 - you must attach a copy of working papers.
6. If over 18 - males must attach a copy of Selective Service registration (if they do not have, they must go the Post Office to obtain one).
7. Fill out and include the attached letter on school stationery.



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 562-4486

SAMUEL KOSTMAN
Superintendent

Date _____

School records indicate verification of the following
information:

Student's Name _____

Social Security # _____

Address _____

Date of Birth _____

The above student is enrolled in a Special Education program
in this school for *handicapped students.*

Signature



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT • QUEENS HIGH SCHOOL
SAMUEL KOSTMAN, SUPERINTENDENT

**PROJECT S.T.A.R.S.
COORDINATORS MEETING
OCTOBER 11, 1989**

A G E N D A

1. Records
2. Pre-post testing
3. The Interview
4. Update

BW:lc



BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT
QUEENS HIGH SCHOOLS

105-25 HORACE HARDING EXPRESSWAY • CORONA, NEW YORK 11368 • 592-4496

SAMUEL KOSTMAN
Superintendent

PROJECT STARS MEETING
Thursday, January 26, 1989
Queens High Schools Office

1:30 P.M.

A G E N D A

- I. Introduction - Mr. Lawrence Block
Executive Assistant
- II. Overview of Project Stars - Barbara Weisent
Team Leader
Cooperative Service Model
- III. The Role of Private Industry in Project Stars -
Albert Henry
Vice President
Community Relations
Alexanders, Inc.
- IV. The Role of the School Coordinator - Joy Kurtz
Coordinator
Project Stars

mts

CURRICULUM

One major accomplishment of the Project S.T.A.R.S. program was the development of curriculum. Success In Retailing, a curriculum guide for Project S.T.A.R.S. was designed to offer students knowledge about the world of work. It provides the teacher with an extensive assortment of lessons, teaching strategies, and activity sheets.

The following topics are addressed:

1. Attendance and Punctuality
2. Proper Dress and Makeup
3. Communication Skills
4. Interviewing
5. Loss Prevention
6. Customer Service
7. Selling Techniques
8. Sales Equipment
9. Safety
10. Retail Merchandising
11. Human Relations
12. Quality Control

Please note: A copy of Success in Retailing is enclosed.

In addition to Success in Retailing, several other modules have been written.* These include:

Getting a Job and Keeping It
Small Business Entrepreneurship
Who Can I Turn To? - a resource guide for
Special Education students
Coping With Conflict
Educators Linking with Private Industry

*These publications will be available and submitted in January 1991.

ACKNOWLEDGMENTS

THE PROJECT

Project S.T.A.R.S. (Student Training at Retail Stores) is unique. Designed with industry input, it is a program that prepares students for entry level positions in the retail industry.

The program was funded by the U.S. Department of Education as a project of the FY 89 Cooperative Demonstration Program (CFDA No. 84.199A), from 2/1/89 to 7/31/90, Richard F. DiCola, Program Officer. It was developed under the direction of Dov Rokeach, Director, Special Education Operations, Division of High Schools. It was implemented in the Borough of Queens under the leadership of Lawrence H. Block, Executive Assistant to the Superintendent of Queens High Schools. Barbara Gray, the Project Director, provided the overall structure for the seven schools in which the program is conducted. We are grateful to Felice Brodsky, Thomas Edison High School; Stella Halpin, Francis Lewis High School; Barbara Mandel, Flushing High School; Andrew Pitt, John Adams High School; Gloria Smith, John Bowne High School; Elizabeth Tinn, Jamaica High School; and Patricia Troll, Richmond Hill High School for their work as Coordinators.

This Project was made possible by Frances Yauch who conceived the idea and gave it life in her original proposal. With her, Barbara Weisent engaged the support and expertise of private industry.

A special thanks to Albert J. Henry, Vice President of Community Relations, Alexander's Department Stores, Inc. for continuous support and for allowing us to use some of their training materials.

THE MANUAL

Success in Retailing: A Curriculum Guide for Project STARS is a product of the Division of High Schools, Office of Special Education Operations. It provides the teacher with an extensive assortment of lessons, teaching strategies, and activity sheets.

Direct supervision of the review, preparation, and production was provided by Mary Gaskin, Editorial Supervisor. The writing was supervised by Barbara Gray. The writer was Carolyn Kohli who was assisted by Stella Halpin and Patricia Troll. The text was edited by Judy Goldberg. Catherine Nunn designed and illustrated the book.

TABLE OF CONTENTS

UNIT		PAGE
1	ATTENDANCE AND PUNCTUALITY	7
2	PROPER DRESS AND MAKEUP	17
3	COMMUNICATION SKILLS	27
4	INTERVIEWING	49
5	LOSS PREVENTION	63
6	CUSTOMER SERVICE	73
7	SELLING TECHNIQUES	89
8	SALES EQUIPMENT	105
9	SAFETY	117
10	RETAIL MERCHANDISING	135
11	HUMAN RELATIONS	145
12	QUALITY CONTROL	153

ACTIVITY SHEETS

UNIT	ACTIVITY SHEET NO.	TITLE
1 ATTENDANCE AND PUNCTUALITY	#1	When the Other Person Isn't There
	#2	Missing Work
	#3	The Dog Ate My Alarm Clock
	#4	Quiz on Attendance and Punctuality Teacher's Key
2 PROPER DRESS AND MAKEUP	#5	Dress for Retail Success
	#6	That's No Way to Dress!
	#7	Dear Fashion Adviser
	#8	Quiz -- Dress for Retail Success Teacher's Key
3 COMMUNICATION SKILLS	#9	On the Telephone
	#10	More Phone Practice
	#11	Greeting Customers - A Survey
	#12	Answering Questions
	#13	Beats Me!
	#14	Explaining Problems Clearly
	#15	More Explaining
	#16	Body Language
	#17	Test on Communication Skills Teacher's Key
4 INTERVIEWING	#18	Interview Information Sheet
	#19	Interview Questions
	#20	Interview Checklist
	#21	Interview Problems
	#22	Quiz -- Interviewing Teacher's Key
5 LOSS PREVENTION	#23	Stop That Loss!
	#24	Wanted: An Honest Employee
	#25	Quiz -- Loss Prevention Teacher's Key

ACTIVITY SHEETS

6 CUSTOMER SERVICE	#26	Customer Service and Good Will
	#27	Teacher's Key
	#28	Know the Merchandise
	#29	Is the Customer Always Right?
		Quiz -- Customer Service
7 SELLING TECHNIQUES	#30	Teacher's Key
	#31	Know Your Customer
	#32	Good and Bad Selling Techniques
	#33	Practice Your Technique
	#34	Customer Service Role Play
8 SALES EQUIPMENT		Selling Techniques Quiz
		Teacher's Key
	#35	Are You Willing To Learn?
	#36	Brochure for Employees
9 SAFETY	#37	Sales Equipment
	#38	Emergency Procedures Brochure
	#39a-e	Safety Signs
	#40	Safety Quiz
10 RETAIL MERCHANDISING		Teacher's Key
	#41	Who Does the Merchandising?
	#42	Have You Seen Good Merchandising?
	#43	Retail Merchandising Quiz
11 HUMAN RELATIONS		Teacher's Key
	#44	Getting Along Beats Getting Fired
	#45	Problems In Human Relations
	#46	Human Relations Quiz
12 QUALITY CONTROL		Teacher's Key
	#47	Quality Control At a Retail Store
	#48	Quality Control Quiz
		Teacher's Key

INTRODUCTION

Project STARS, Student Training At Retail Stores, is a joint venture between business and education. As always, however, it is you, the classroom teacher, who will provide the drill and reinforcement the students need to succeed. This curriculum guide is designed to enhance, not just repeat, the seminars conducted by Alexander's Department Store. It is hoped the strategies and activities included here will help you prepare special education students for the job component of the program.

In addition to the educational goals outlined in the proposal, which incorporate the state-mandated goals for career education, this curriculum has its own objectives.

Students will

- develop general employment skills such as matching their interests and abilities with certain jobs, acquiring good job interview techniques, and improving the way they communicate.
- learn conflict resolution techniques and use them on the job to keep the job.
- build a more positive self-image that will help them get, keep and advance in a job.

HOW TO USE THIS BOOK

The 12 units in this guide match the 12 seminars of the program.

Depending on how much time you have, how much preparation or practice your class needs, and the nature of the students themselves, each unit can be done in one class period or expanded into several lessons. Please note that a lengthy unit such as #3 on Communication Skills, will take more than one class to complete. Lessons can be done as preparation for the seminar, or follow-up, or both. It's up to you.

While each topic has an aim, performance objectives, and vocabulary, notice that the format employs "Strategies and Activities" rather than specific step-by-step procedures as you'd find in developmental lessons. This enables you to pick and choose and adapt activities as you see fit.

Each unit is followed by a number of Activity Sheets and a Quiz. There are more Activity Sheets than you could use for each unit, so select those you like or find most relevant. Activity Sheets marked "CR" in the upper right-hand corner have been designed to give the students problems in conflict resolution. Whether you decide to do these as role-play, reading-and-writing assignments, panel discussion, or the like, we hope you will include them often.

Finally, we urge you to use the students' experiences as much as possible. Since the youngsters will be attending seminars together, their impressions of the lectures may stimulate more interesting discussion than the questions we suggest in the units.

ADDITIONAL RESOURCES

The following publications are full of interesting activities adaptable to your students.

THE WORKING CITIZEN, Project Future. A series of strategies and activities, with good worksheets, directed to the special education student. Topics include matching personal strengths with specific jobs, job satisfaction, employment law and organized labor, and locating and interviewing for a first job.

PERSONAL RESOURCE MANAGEMENT, Project Future. Same format and audience as "The Working Citizen". Some of the topics are: being on time, budgeting and bill-paying, savings and checking accounts, paying taxes and getting credit. Project Future publications are available through the Division of High Schools.

GETTING YOUR FOOT IN THE DOOR. A four-volume set of workbooks, plus a separate teacher's guide. Available through Bureau of Supplies (Long Island City) or Curriculum Production Unit (131 Livingston Street). Price: \$4.00 per book, or \$20.00 for the set.

WORKING. Videotape and Teacher's Guide. Produced like a music video, the tape is fun and stimulates discussion of vital employment topics such as dressing properly, interviewing skills, and planning for the future. Available on request from Metropolitan Life Insurance Company, New York, NY. Corporate Responsibility Department.

STILL WORKING. Teacher's Guide and student worksheets. This follow-up to **WORKING** focuses on how to advance in the job once you have it: being on time, getting along with others, doing the job you were hired to do, learning for advances, and so on. Order from Metropolitan Life (see above).

UNIT 1

ATTENDANCE AND PUNCTUALITY

Your students may give persuasive lip service to attendance and punctuality, and may be able to say why they are important on the job. The idea here, however, is to make students aware of their own habits, to help them see why their attendance and punctuality is important, and to foster this set of good work habits.



TOPIC Attendance and Punctuality

AIM How does attendance and punctuality affect employment?

PERFORMANCE OBJECTIVES

Students will be able to:

1. analyze their own attendance and punctuality record at school.
2. cite ways to improve their record, if necessary.
3. explain why each worker's attendance and punctuality is important to everyone else on the job.
4. determine good and bad reasons for being late or absent from work.
5. explain what they should do if they must be absent or will be late.

VOCABULARY

attendance	going to work/school every day
dependability	when people can count on you
punctuality	being on time
supervisor	your boss

STRATEGIES AND ACTIVITIES

- Have students write down the number of times they were absent from school in the last month. Have them write down the number of times they were late to a class in the last week. Then ask students to write down the reason for each absence or lateness.

Ask: How would your attendance and punctuality record over the last month look to a possible employer? Why?

Or ask: "At a job interview, why do you think the interviewer would ask you how many times you were late or absent from school in the last month?" Explain that interviewers not only ask these questions, but often ask the school for applicant's attendance record. Elicit from the class that the employer wants to know how **DEPENDABLE** a potential employee is.

If this leads to a discussion of the difference between being late for school and being late for a job (as it might), ask students why they think someone who was always late to school would suddenly change and always be on time for work.

- Have students write a paragraph in which they analyze their own attendance and punctuality record. Then ask those who need improvement to write how they can stop being late or absent.
- Use **ACTIVITY SHEET #1: WHEN THE OTHER PERSON ISN'T THERE** to start a discussion of why every worker's attendance is important. You could have students role play the situations; have volunteers read each situation aloud, then say how they would feel if they were **EACH** worker involved; or use any other technique that will work for your class.

- In discussion, make sure the following points are developed, though there are many others the students will cite:
 - (1) Everyone is important to a job.
 - (2) When workers are absent or late, others have to do their jobs, too, which leads to resentment.
 - (3) Put yourself in the employer's place: would YOU want to pay workers for the time they are not on the job?
 - (4) Being at work/school and being on time regularly shows that you are a responsible adult, not an immature child.
 - (5) Responsible people are often promoted and given raises more quickly than others.
 - (6) Good attendance and punctuality, like other good work habits, makes you feel good about yourself.
 - (7) When someone else is always late or frequently absent, try not to get into a confrontation; you are not that person's boss.
- If your class needs more specific drill-type work, use ACTIVITY SHEET #2: MISSING WORK instead of Activity Sheet #1. Discuss the responses.
- Help students develop a sense of good and bad reasons for being absent or late. Use a sheet of reasons drawn from the first activity or simply ask students to tell you the most common reasons why people are late or absent from school and write them on the chalkboard. You could also use the examples on ACTIVITY SHEETS #1 OR #2, or give out ACTIVITY SHEET #3: THE DOG ATE MY ALARM CLOCK to be done at home or in class.
- Using the same set of good/bad reasons from the preceding activity, have students write down a way to solve each BAD reason. Read answers aloud and discuss.

Select any of the GOOD reasons from this activity and ask students to write down when and how they should notify their supervisor in case of lateness or absence. Be sure to ask students what makes a good reason "good" and a bad one "bad". In discussion, ask: "How would you feel if you were the employer (or the other workers) in this situation?"

The following points should be made:

- (1) Acceptable or "good" reasons for being absent include illness that can infect others (running a temperature, throwing up), family functions such as funerals and weddings (point out that we know about some of these months in advance, and should give a few weeks' notice), and certain emergencies.
- (2) In a big city, transportation problems are not a legitimate excuse. Get up earlier and be prepared to find an alternate way to work, especially in bad weather.
- (3) People who can not get up in the morning can help themselves by getting ready the night before, going to bed earlier, and setting two alarm clocks.
- (4) No matter why you have to be late or absent, phone your supervisor immediately and TELL THE TRUTH.

SUMMARIZING ACTIVITIES

- Students should be able to answer 9 of the 10 questions on the quiz attached as ACTIVITY SHEET #4 correctly, or take and pass your own teacher-made quiz on the points covered in this section.
- Have students make a bulletin board display, or a skit to perform in class, of all the bad reasons people come up with for being late or absent.
- The class can write its own poem/rap song about the importance of every worker to the job. Be sure the poem/song is read aloud or reproduced on handout sheets or in a class magazine.
- Students who have a problem with attendance and tardiness in school should create a "contract", and draw it up to look official, stating specific ways they will overcome their problem. Agree to a time period (not too long) for a trial run. Keep a record along with the students, then hand out certificates of achievement in a class ceremony to those who genuinely improve.

OTHER RESOURCES

Other worksheets you could use for the topic of attendance and punctuality include:

from PROJECT FUTURE: PERSONAL RESOURCE MANAGEMENT
Worksheets #15, 16, 17, 18 and 19 (pp. 44-51)

from PROJECT FUTURE: THE WORKING CITIZEN
Worksheets 9D and 9E (pp. 145 and 147)

from GETTING YOUR FOOT IN THE DOOR, VOL. IV: OVERCOMING JOB PROBLEMS, p. 52.

Activity Sheet #1

Name _____

Date _____

WHEN THE OTHER PERSON ISN'T THERE

DIRECTIONS. Read each situation below, then write an answer to the question that follows. Be able to give reasons for your answers.

-I-

You work in the stock room of a big department store. The other person you work with has been late every day for the last two weeks. Today, that person is late again. Your supervisor says you will have to do this person's work and your own again today. When your co-worker finally arrives around noon, he tells you his mother was sick.

How do you feel? _____

What do you say? _____

-II-

The person who is supposed to train you is absent today. The floor manager comes to your counter and says you'll have to work alone. Today is a big sale day. Suddenly, it seems that a hundred people are surrounding your counter, everyone yelling at you. No one comes to help you.

How do you feel? _____

-III-

You are new on the job. You are early every day because you do not like feeling rushed. One day, an older employee asks you to clock her in the next day. You know this is against the rules.

How do you feel? _____

What do you do or say? _____

-IV-

Now you are the boss. Which of these two employees will get a raise?

EMPLOYEE A seems a bit shy and should be friendlier with customers. This employee has not been late or absent since beginning the job. Also, the person is good at arithmetic and does not make many mistakes on the cash register.

EMPLOYEE B is friendly and gets along with everyone. This employee keeps displays neat and helps customers quickly. The employee is late at least three times a week, but has not been absent in the last six months.

Who gets the raise? _____

Why? _____

Name _____

Date _____

MISSING WORK

DIRECTIONS. Read each situation below. Write down what you would say or do if you were the employee.

1. This is the third time your alarm did not go off since you began your new job. You will be late again. You know your supervisor will be angry. so you _____

2. Yesterday, the person who is supposed to be training you was very rude. This person ordered you around instead of explaining things nicely. Today, you do not feel like going to work. What do you do? _____

3. Your brother is arriving from another city and will only be in town a few hours. You want to take the morning off so you can see him. What do you do? _____

4. You do not feel very well this morning, but you are not sick, either. You just feel like staying in bed. What will you do? _____

5. On your way to work, you see a friend who has the day off. Your friend says you should call in sick and spend the day at the beach. What will you do? _____

Activity Sheet #3

Name _____

Date _____

THE DOG ATE MY ALARM CLOCK

DIRECTIONS. Read this list of excuses people give for being late or absent to work. If you think an excuse is good, put a check in the GOOD column. If it is bad, check BAD. Which excuses have you used?

EXCUSE	GOOD	BAD
1. My alarm clock didn't go off.		
2. I had a stomach ache.		
3. My neighbor's dog barked all night and kept me up.		
4. The bus did not come.		
5. The train got stuck between stations.		
6. My ride was late.		
7. My uncle came to town unexpectedly.		
8. I had to study for a history test.		
9. My cousin was in an accident.		
10. My grandmother had a stroke.		
11. I thought I had today off.		
12. I woke up with a temperature of 102.		
13. As I was leaving the house, a bus ran through a big puddle and splashed me. I had to go back and change my clothes.		
14. My cousin's funeral was today.		
15. My teacher kept me after class.		

CHALLENGE: Select any excuse above. Pretend you are that person's boss. What would you say to him or her?

Activity Sheet #4

Name _____

Date _____

QUIZ ON ATTENDANCE AND PUNCTUALITY

DIRECTIONS. Circle T if the statement is TRUE, F if it is FALSE. Be prepared to give reasons for your answers.

- T F 1. An employer would never ask the school about your attendance.
- T F 2. An interviewer may want to know how often you have been late to class recently.
- T F 3. In a big store with a lot of employees, one absence will not be noticed.
- T F 4. If you are on time every day, you will get a big bonus.
- T F 5. You should be on time every day because if you are not, someone someone else will probably have to do your work.
- T F 6. A relative's funeral is a good reason for being absent.
- T F 7. You should tell your supervisor several weeks in advance if you want to take time off to attend a wedding.
- T F 8. If you have tickets to a ball game and have to miss work to go, you should call in sick.
- T F 9. If you are often late, you should set out your clothes the night before so you are not rushed in the morning.
- T F 10. If you do a good job, being five minutes late a couple times a week does not matter.

Name Teacher's Key

Date _____

QUIZ ON ATTENDANCE AND PUNCTUALITY

DIRECTIONS. Circle T if the statement is TRUE, F if it is FALSE. Be prepared to give reasons for your answers.

- T ☒ F 1. An employer would never ask the school about your attendance.
- ☒ T F 2. An interviewer may want to know how often you have been late to class recently.
- T ☒ F 3. In a big store with a lot of employees, one absence will not be noticed.
- T ☒ F 4. If you are on time every day, you will get a big bonus.
- ☒ T F 5. You should be on time every day because if you are not, someone someone else will probably have to do your work.
- ☒ T F 6. A relative's funeral is a good reason for being absent.
- ☒ T F 7. You should tell your supervisor several weeks in advance if you want to take time off to attend a wedding.
- T ☒ F 8. If you have tickets to a ball game and have to miss work to go, you should call in sick.
- ☒ T F 9. If you are often late, you should set out your clothes the night before so you are not rushed in the morning.
- T ☒ F 10. If you do a good job, being five minutes late a couple times a week does not matter.

UNIT 2

PROPER DRESS AND MAKEUP

By now, the idea of dressing for success is old hat... to most adults, that is. To your students, the notion probably generates strong negative feelings. Some youngsters do not have business clothes or the money to buy them. Others may see dressing conservatively as a threat to their individuality. Nonetheless, we want to make students aware of how their appearance affects the people they will encounter in retail work.



TOPIC Proper Dress and Makeup

AIM Why should we learn to dress appropriately for business?

PERFORMANCE OBJECTIVES

Students will be able to:

1. compare "dressing for success" in their own social group to appropriate dress for business.
2. explain the effect their appearance can have on other people.
3. cite examples of proper dress and makeup for work.
4. determine how they can dress conservatively for business and still maintain their individuality.

VOCABULARY

appropriate	proper or right for a certain situation
conservative	traditional; not showy
image	what the public thinks you are

STRATEGIES AND ACTIVITIES

- Select one of the following:
 1. Clip full-page photographs from magazines of people dressed for specific activities (e.g., an athlete in uniform, a business person in a suit, a rock singer in stage clothes.) Tape the photos to the chalkboard and have volunteers say what the person in each photograph is doing. Ask: "What makes you say the person is _____?"
 2. Have two volunteers come to class dressed for church and a party. Have them model their outfits, then ask the class where each student might be going dressed that way.
 3. Ask what "appropriate" means. Ask: "Why would an outfit that is appropriate at a party not be appropriate on a nurse in an operating room?"
 4. Have students make a list of clothing, accessories and hairstyles that are popular in their social group. Ask: "Which items on your list would not be appropriate for work? Why?"
 5. Use ACTIVITY SHEET #5: DRESS FOR RETAIL SUCCESS.
- Have students pretend they own a store. They should write down rules for how their salespeople will dress. Write a list of their rules on the chalkboard. Introduce the word "conservative" and ask which of their dress rules would create a conservative look.

Ask: "Why would a big store want its workers to dress conservatively?"

- Some students are very aware of the effect their appearance has on other people, particularly adults. They may be able to tell stories about adults who appeared frightened of them, or who frowned at them, because of the way they looked. Talk about how the dress that is appropriate to their social group (certain hats, jackets, haircuts and so on) can intimidate outsiders. Try to help students see that while this may be unfair in some cases, it is often a fact that can keep them from getting a job.
- Elicit from the class that adults seem most comfortable around conservatively-dressed young people. Discuss possible reasons for this.
- Ask the class whether they agree or disagree with this statement and why: "At school you get special support, but to the outside world you are just another citizen. Your goal is to fit in so you can get a job, keep that job, and advance in life."

Ask: "How can you dress conservatively for work without giving up your individuality?"

- ACTIVITY SHEET #6: THAT'S NO WAY TO DRESS! can be used as homework or a class exercise. If you have time, try role-playing the situations. Discuss ways to remain calm and not feel defeated in cases such as those on the activity sheet. For example, students could excuse themselves politely and get away from the situation; calmly ask how to change; try not to be rude themselves; talk to a trusted friend later on; and so on.
- Have students write down one reason for dressing appropriately for work, even if it is not the way they would ordinarily look. Go down the rows for their answers and write them on the chalkboard. The following ideas, and others, should come out of discussion:
 - (1) The way you dress around friends may upset many adults.
 - (2) In retail work, you meet people a day. They should feel comfortable with you, and most adults feel comfortable with young people who dress conservatively.
 - (3) You are employed and paid by an organization that wants to convey a certain image. Learn what the image is and adhere to it. Remember: they pay you.
 - (4) You are special and unique no matter what you wear. But if you must express your individuality through clothes, haircut and makeup, do it after work, or find a job where your style is appropriate. ("Punks" and "rockers" try record stores or departments; high fashion types apply for those departments.)
 - (5) If someone says something negative about your appearance, control your temper.
 - (6) If no one tells you how to dress, look at the other people in the department where you work and dress as much like they do as possible.
 - (7) No matter how you dress, remember the most basic rules: bathe daily, brush your teeth, wear clean clothes, and keep your hair clean and neat.

SUMMARIZING ACTIVITIES

- Bring in old magazines and have students cut out photographs of people they think are dressed appropriately for business in a retail store.
- Distribute ACTIVITY SHEET #7: DEAR FASHION ADVISER for students to prepare at home. Have their "letters" read aloud, and make a display of them.
- Ask volunteers to come to class the next day dressed and made up appropriately for business. They should model their outfits while the rest of the class jots down what is appropriate in their appearance.
- Interested students could produce a "Dress for Retail Success" fashion show (help them get appropriate outfits, if necessary). Videotape or invite other classes to the show. Be sure there is an announcer.
- Give the quiz on ACTIVITY SHEET #8. Students should be able to answer 5 of the 6 questions correctly.

OTHER RESOURCES

The best resource for this topic is the videotape from Met Life called "Working." Note the interview scene where the actor dresses inappropriately, and then appropriately.

Name _____

Date _____

DRESS FOR RETAIL SUCCESS

DIRECTIONS. Printed below are two lists of clothing, accessories, makeup and hairstyles. Next to those that are appropriate for work in a retail store, write an A. Next to those that are not appropriate, write N. Be prepared to explain your answers.

FEMALE SALESPERSON

- ___ strapless top or bustier
- ___ scarf and cotton blouse
- ___ "Guess" jeans
- ___ mini dress
- ___ straight skirt and long blouse
- ___ tights or stirrup pants
- ___ skimmers or flat pumps
- ___ sundress with midriff cutout
- ___ silver eyeshadow
- ___ three large hoop earrings in each ear
- ___ black satin dress
- ___ pleated slacks and sweater
- ___ shorts
- ___ jellies or plastic sandals
- ___ "Madonna" makeup
- ___ stilletos, or very high heels

MALE SALESPERSON

- ___ long-sleeve oxford shirt
- ___ shaved head
- ___ five gold-plated necklaces
- ___ pleated slacks
- ___ leather jacket, no shirt
- ___ military fatigues and boots
- ___ sandals
- ___ muscle shirt
- ___ slave bracelet
- ___ plain, tiny gold earring in a pierced ear
- ___ suit with a vest
- ___ pants with no belt, tee-shirt
- ___ high-top sneakers
- ___ pegged slacks and colorful sweater
- ___ Hawaiian print shirt

CHALLENGE: List the clothes you already own that are appropriate for work.

Activity Sheet #6

Name _____

Date _____

THAT'S NO WAY TO DRESS!

DIRECTIONS. Read the situations below. Write or role play your response.
Remember that in conflicts like these, you do not want to make matters worse, even if you are right and the other person is wrong.

TIPS: (1) Remain calm.

(2) Think: I won't be as rude as this person.

(3) Remember: You're special no matter what this person says.

(4) Calmly walk away before you get into a fight.

(5) Ask politely: How can I improve? and follow the directions,
even if you don't agree.

(6) Talk to a trusted friend about the situation.

-I-

You have been hired to work in the men's department. The department manager walks by, stops, looks at you, then says to the other salesperson who is training you: "Please tell the new kid what the dress code is for this department."

What is your response? _____

-II-

You have been on the job for two weeks and are doing very well. You are on time every day, are able to run the cash register, and help customers quickly. One day the floor manager comes up to you in front of a customer you are helping and says, "Don't wear sneakers to work again, okay?"

What is your response? _____

-III-

You plan to get a hair cut right after work. As you come into the store, an older employee says, "You need a haircut, honey."

What is your response? _____

Activity Sheet #7

Name _____

Date _____

DEAR FASHION ADVISOR

DIRECTIONS. You give advice to people who want to know how to dress for success. Read the letter below, then write your response.

Dear Fashion Advisor:

I have always prided myself on the way I look. I keep my hair cut in the latest style. Right now, I have a Z carved up the right side: it looks great! Also, I wear the most fashionable clothes I can afford. My friends admire me and ask for advice on how to dress.

But today, my supervisor told me I had to dress more conservatively or lose my job. What should I do? I feel like quitting if my boss is going to tell me what to wear.

Bothered Beau Brummell

(Write your response below)

Name _____

Date _____

QUIZ -- DRESS FOR RETAIL SUCCESS

DIRECTIONS. Select the best answer to each question below and print its letter in the blank.

- ___ 1. A male employee should not wear one of the following:
 - (a) sleeveless tee shirt
 - (b) penny loafers
 - (c) shirt and tie
 - (d) wrist watch

- ___ 2. A female employee working in cosmetics might be expected to
 - (a) keep her hair clean and neat.
 - (b) wear some of the products she is selling.
 - (c) be well-groomed.
 - (d) all of the above.

- ___ 3. "Appropriate dress" means
 - (a) wearing the latest styles.
 - (b) looking like an executive.
 - (c) dressing the way everyone else does.
 - (d) wearing the right clothes for whatever situation you are in.

- ___ 4. Why would clothing that is appropriate at school not necessarily be appropriate at work?
 - (a) You get dirtier at school than at work.
 - (b) Students never wear nice things to school.
 - (c) Students are often very casual at school. At work, they should be less casual.
 - (d) Students do not know how to dress for work.

- ___ 5. Pick out the best all-around outfit for a job interview.
 - (a) jeans, tee-shirt and sneakers
 - (b) slacks, sweater and good shoes
 - (c) tight-fitting jump suit and cut-out shoes
 - (d) shorts, tank top and sandals

- ___ 6. "Conservative dress" means
 - (a) suits and ties.
 - (b) looking like the President.
 - (c) wearing traditional clothes such as neat slacks or skirts.
 - (d) dressing like you have no sense of style.

Name Teacher's Key

Date _____

QUIZ -- DRESS FOR RETAIL SUCCESS

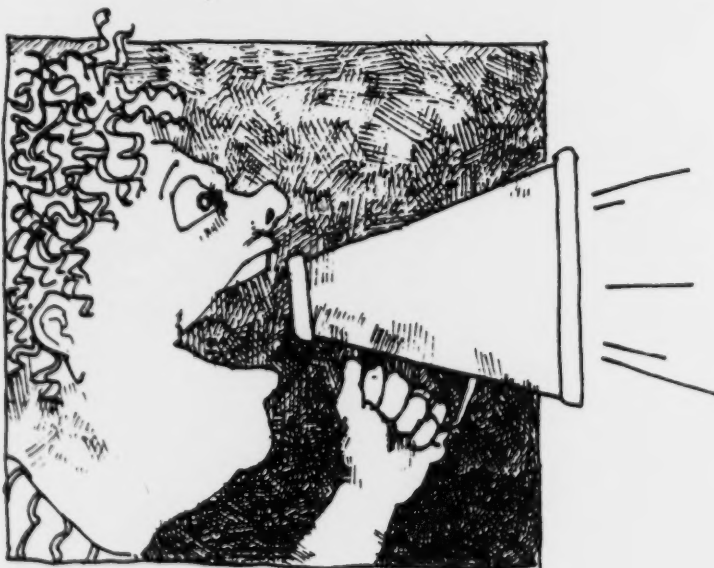
DIRECTIONS. Select the best answer to each question below and print its letter in the blank.

- a 1. A male employee should not wear one of the following:
(a) sleeveless tee shirt
(b) penny loafers
(c) shirt and tie
(d) wrist watch
- d 2. A female employee working in cosmetics might be expected to
(a) keep her hair clean and neat.
(b) wear some of the products she is selling.
(c) be well-groomed.
(d) all of the above.
- d 3. "Appropriate dress" means
(a) wearing the latest styles.
(b) looking like an executive.
(c) dressing the way everyone else does.
(d) wearing the right clothes for whatever situation you are in.
- C 4. Why would clothing that is appropriate at school not necessarily be appropriate at work?
(a) You get dirtier at school than at work.
(b) Students never wear nice things to school.
(c) Students are often very casual at school. At work, they should be less casual.
(d) Students do not know how to dress for work.
- b 5. Pick out the best all-around outfit for a job interview.
(a) jeans, tee-shirt and sneakers
(b) slacks, sweater and good shoes
(c) tight-fitting jump suit and cut-out shoes
(d) shorts, tank top and sandals
- C 6. "Conservative dress" means
(a) suits and ties.
(b) looking like the President.
(c) wearing traditional clothes such as neat slacks or skirts.
(d) dressing like you have no sense of style.

UNIT 3

COMMUNICATIONS SKILLS

If "communication skills" gives rise to unpleasant images of grammar workbooks and business letters, you can breathe easier. That is not what this unit is about. Here, the focus is on verbal and non-verbal communication that students might use on the job: answering the telephone, greeting a customer, answering questions logically, and explaining a problem clearly. In addition, you will discuss tone of voice, gestures, and those ways we have of showing what we think without using words (sighs, smiles, teeth-sucking and the like). Grammar worksheets might be easier!



TOPIC Communication Skills

AIM How can we improve our communication skills for retail work?

PERFORMANCE OBJECTIVES

Students will be able to:

1. explain why good communication skills are essential to job success.
2. differentiate between a conversation that is clear and logical and one that is not.
3. demonstrate through various exercises how to answer a phone and speak with a customer politely.
4. explain why they should be aware of non-verbal communication.

VOCABULARY

body language	messages we send by the way we use our bodies
communication	exchanging messages by speech, signals, and writing
gestures	motions we make with parts of our bodies
survey	a detailed inspection

STRATEGIES AND ACTIVITIES

- Prepare ahead of time:
 - a note, folded and placed in an envelope (it could read, "Hello. How are you today?")
 - a cut flower, real or artificial
 - a smile button or sticker
- Ask six volunteers to come to the front of the room. Give one student the note, another the flower, shake another student's hand, smile at another, say "Hello, how are you today?" to another, and put the smile button or sticker on the other.

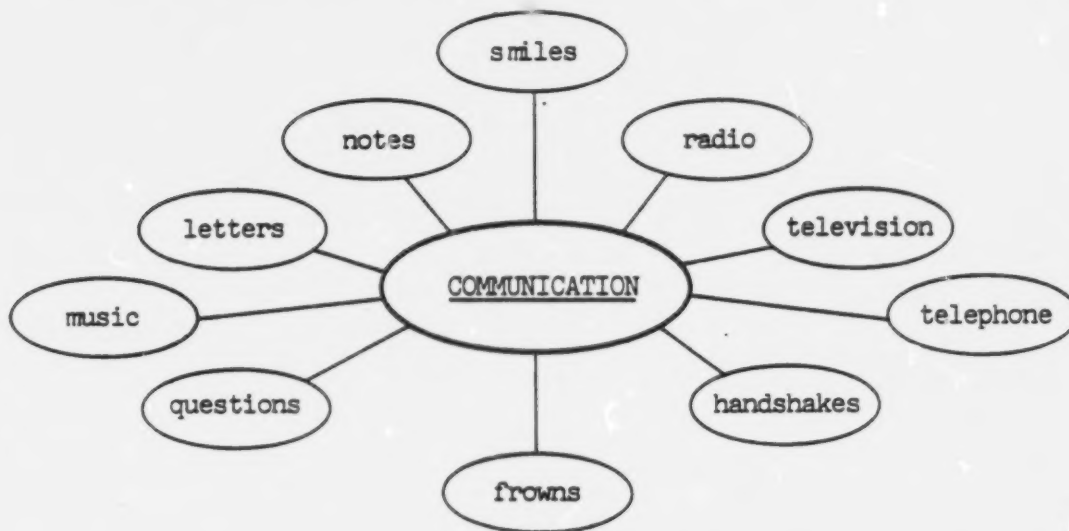
Ask: "Have I communicated with these students? What have I communicated? How have I communicated?"

- Write COMMUNICATION on the chalkboard and circle it.

Ask: "What do we mean by communication?"

Having written COMMUNICATION on the board and circled the word, now make something called "The Bubble" (also known as "semantic mapping") by writing students' answers to the question "What is communication?" around the circled word, then circling each and drawing spokes to them.

The Bubble should look like this:



- Elicit from the class that human communication can be WRITTEN (letters, notes, magazines, newspapers, books), VERBAL (two-way conversations, phone calls, group discussions, lectures) and NON-VERBAL (also called "body language"— includes gestures, sounds, tone of voice, looks, stance).

Explain that this series of lessons is about communicating on the job. You might discuss the difference between communicating with supervisors, customers and co-workers and communicating with one's family, friends and teachers.

- Bring in a telephone in a paper bag. Tell students you have one of the most powerful devices for communicating known to the modern world. Tell them it can solve problems or create them, help people succeed or bring about their failure. Let the class guess what you have. Take out the phone and explain that they will practice good phone techniques.
- Ask volunteers to use the phone and pretend to answer a call at work.

Write the following instructions:

1. Answer promptly with a smile
 2. Say: "Good morning/Good afternoon/Good evening"
 3. Give the department name (Children's Wear, Housewares, Lingerie)
 4. Give your name clearly
 5. Ask: "May I help you?"
- Use ACTIVITY SHEET #9: ON THE TELEPHONE followed by ACTIVITY SHEET #10: MORE PHONE PRACTICE. Or use any of the worksheets listed at the end of this unit under "Other Resources". Give students enough time to practice. Volunteers could conduct their conversations in front of class.

- Ask: "Why is it important to have good telephone technique?" (Possible answers: you represent the business; you are there to serve and the person on the other end of the line deserves your best service; you will have the satisfaction of helping another person, even if that person is being rude or difficult; you will very likely succeed on the job.)

- Tell the class that they will be greeting customers in person more often than on the telephone. Ask: "What do you think makes a good salesperson?"

Or give students ACTIVITY SHEET #11: GREETING CUSTOMERS to do as an outside survey. Go over their answers in class.

- You could also have students role-play being customers and salespeople. To make it challenging, have the customers be demanding or scatterbrained or a bit rude, and the salespeople answer them calmly and politely.
- Say: "Customers ask salespeople a lot of questions. Sometimes you are not able to answer their questions. Why is it important to be polite, even if you can not answer a customer's question?"
- Use ACTIVITY SHEET #12: ANSWERING QUESTIONS. Volunteers could read the situations aloud, like a conversation. Discuss the difference between the conversations that were clear and those that were not.

Ask: "In which situation was the question answered?"
"In which was it not?"

- ACTIVITY SHEET #13: BEATS ME will give examples of rude and polite ways to say "I don't know." Use as you see fit.
- Say: "Sometimes people do not understand each other because one of them is not explaining himself or herself clearly." Use ACTIVITY SHEET #14: EXPLAINING PROBLEMS CLEARLY for practice. Have volunteers role-play the situations. ACTIVITY SHEET #15: MORE EXPLAINING gives more practice.
- Stress the idea that communication includes LISTENING, too. Ask: "How can you tell that the supervisor on Activity Sheet #14 was really listening to Estella?"
- Ask: "What is a GESTURE?" Volunteers could show examples of various gestures such as crossing arms, rolling eyes, waving, smiling and so on. Introduce the term "body language" and explain that it includes gestures.
- Ask: "Why should we be aware of our body language and tone of voice?" Or ask students if they believe "action speaks louder than words."

Explain that we should know what effect our body language can have on people, especially when it is different from the words we say. Give examples (sucking teeth or rolling eyes when asked to do something).

- You could also use ACTIVITY SHEET #16: BODY LANGUAGE. Explain that some people may hate being touched, so a friendly gesture such as a pat on the back may not be welcome. If this is so, tell students they can politely say, "I don't like being touched" and move calmly away rather than lashing out at the well-meaning person.

(You may find that some young women will talk about how male supervisors use non-verbal communication. A good resource for pursuing the topic of male-female work relationships is GETTING YOUR FOOT IN THE DOOR: VOL. IV, OVERCOMING JOB PROBLEMS, pp. 23-37).

SUMMARIZING ACTIVITIES

- Have students write a paragraph explaining why good communication skills, verbal and non-verbal, are essential to job success. Read selections aloud or create a display of them.
- Have students play "Name That Message". Divide the class into two teams and ask two or three non-players to volunteer to pantomime body language. After each gesture or stance is displayed, the teams guess what the message is.
- Students could write their own examples -- from their real experiences -- of how to explain a problem clearly without placing blame. Make a bulletin board display of their examples. Include Tips For Communicating Problems Clearly (the list generated in class discussion).
- Those who enjoy creating poetry and rap songs can write a rhyme about communication. Some possible titles are:
Non-Verbal Communication
Communicate Well to Succeed
Telephone Techniques
Communication is Listening, Too
- Use ACTIVITY SHEET #17: QUIZ -- COMMUNICATION SKILLS or create your own based on what was taught in this unit. Students should be able to answer 80% of the questions correctly.

OTHER RESOURCES

Fast, Julius. BODY LANGUAGE (New York: Pocket Books), 1971.

GETTING YOUR FOOT IN THE DOOR: VOL. II, FURTHERING YOUR CAREER THROUGH COMMUNICATION AND DECISION-MAKING probably has the best collection of worksheets on this subject. See pp. ix-41. The worksheets "Don't Be Phony On the Phone" (p. 6), "Phone Confrontations" (p. 8), "How Would You Handle Yourself?" (p. 23), "Create Some 'I' Messages" (p. 26), "On-The-Job Communication" (p. 29), "What You Read Between the Lines" (p. 32), "Checklist For the Art of Conversation" (p.37) are particularly good.

Activity Sheet #9

Name _____

Date _____

ON THE TELEPHONE

DIRECTIONS. Pair up with another student and read the following telephone conversations aloud. One of you should be "SP" (Salesperson) and the other "C" (Caller). When you are finished, write your answers to the questions at the end.

-CONVERSATION #1-

[The telephone rings at your counter and you are the only one there to answer.]

SP: Hello?

C: Hello? Is this the boy's department?

SP: Yeah.

C: I'm calling about an ad in today's paper. It says boys' size husky pants are on sale for 25% off. I'd like to place an order for two pair. please.

SP: We don't take orders here.

C: I beg your pardon?

SP: You gotta call the order department. We don't take orders on the phone. Besides. I'm by myself and have other customers to wait on.

C: Well. could you transfer me to the order department, please?

SP: (sucks teeth and sighs) I just told you I got other customers here! Listen. lady, why don't you just call the store again and ask for the order department. I'm not the operator, you know.

C: No. and you're not very polite or helpful, either. Good-bye.

SP: Hey! Who do you think you're talking to, you old. . . Ah, she hung up. Old goat.

[Hang up the phone. End of conversation.]

-CONVERSATION #2-

[Same department. Phone rings. You answer.]

- SP: Good morning. Boys' Department. Pat Smith speaking.
- C: Hello. I'm calling about an ad in today's paper for boys' size husky pants at 25% off. I'd like to place an order for two pair.
- SP: I'm sorry. We don't take orders over the phone here. If you'll hold on a moment. I'll transfer you to the order department. They'll be happy to help you.
- C: Then why did that stupid operator connect me with you instead of the order department?
- SP: I don't know, ma'am. Please hold on and I'll connect you with the right department.
- C: This is really wasting my time. I can't stay on the phone all morning. I have other things to do.
- SP: I'm sorry, ma'am. I'll transfer you quickly.
- C: Oh, all right. Thanks.
- SP: You're welcome.

[Transfer the call to the right department. End of conversation.]

ANSWER THE FOLLOWING:

1. Which Salesperson would you rather deal with? The one in Conversation #1 or #2? Why?

2. Which Salesperson would you rather be? Why? _____

3. Why would you expect the better communicator to succeed on the job?

Name _____

Date _____

MORE PHONE PRACTICE

DIRECTIONS. Pair up with another student. One of you is the Caller, the other is the Employee answering the phone. Switch roles each time. Read each situation, then make up the conversation the two people would have on the telephone. Use these Telephone Tips:

TELEPHONE TIPS

- Answer the phone promptly.
- Answer with a smile.
- Give your department.
- Say your name clearly.
- Ask, "May I help you?"
- Don't eat or chew gum.
- Be patient: you're there to help.
- Use polite expressions such as:
 - "I'm sorry"
 - "Please hold on"
 - "Thank you for holding"
- Avoid nasty remarks.
- End pleasantly and thank the party for calling.

-I-

Caller: You want to know how late the store is open today. You have to buy a birthday present for your mother. But you work until 6.

Employee: You work in the stock room, not the Information Desk.

Obviously, this person dialed the wrong number. But you know the store is open until 10:00 tonight.

-II-

Caller: Somebody charged an item from Housewares to your credit card. It was not you, and you want the charge removed immediately. You are angry and impatient.

Employee: You work in Housewares. Problems with credit cards are handled by the Credit Office. However, you don't know that phone number. Your manager is standing nearby. You could ask her or look for the store telephone directory.

-III-

Caller: You work in the Furniture Department. A customer has asked you to phone the Drapery Department, two floors down, to find out if they have sheer window panels 108" long in peach to go with the couch he is thinking of buying.

Employee: You are new on the job. You know that "panels " are another name for "curtains" and that "sheer panels" are the kind you can see through. You will have to go to the stockroom to check color and size. That could take a few minutes. Either put the caller on "hold" or take the number and say you'll call back with the information.

[Check the stockroom] You have two pair of sheer panels, 108" long, in peach.

Activity Sheet #11

Name _____

Date _____

GREETING CUSTOMERS - A SURVEY

DIRECTIONS. When you take a survey, you collect a lot of examples of one thing. You will be taking a survey of how salespeople greet customers.

1. What is the name of the store(s) you are surveying for this activity?

2. List the departments you stopped in and how the salespeople greeted you. Or just watch and see how other customers are greeted.

DEPARTMENT

GREETING

3. What was the best greeting you heard or saw?
4. What, specifically, made it the best? (actual words, person's tone of voice, smile, approach, feeling that the salesperson cared)
5. What was the worst greeting you heard or saw?
6. What made it the worst?
7. If you owned a store, how would you instruct your employees to greet customers? Be specific.

Activity Sheet #12

Name _____

Date _____

ANSWERING QUESTIONS

DIRECTIONS. Read the questions and their answers below. Put a check next to the answers that really answer the question, and an X next to those that do not. Be able to explain what is wrong with the answers to the numbers you marked "X".

SAMPLE QUESTIONS AND ANSWERS

1. QUESTION: I bought this hand cream here two weeks ago. When I opened it this morning, it had turned to water. Why did that happen?
ANSWER: I'm sorry. Let me replace it for you. _____
2. QUESTION: If these towels don't match the tile in my bathroom, may return them?
ANSWER: You can't get a refund. We don't give refunds. _____
3. QUESTION: Who is the manager of this department? I wish to speak with him or her.
ANSWER: Sorry. She's not in today. _____
4. QUESTION: I have a question about this bill. Whom do I see?
ANSWER: Go to the end of this hall, turn right, and take the express elevator to the Credit Department. When you get there, ask to see a Credit Representative. _____
5. QUESTION: I have a box of girls' hats. Where do you want them?
ANSWER: Follow me. I'll show you where they go. _____
6. QUESTION: This display was supposed to have been taken down this morning. Why is it still up?
ANSWER: I'm new here. Don't ask me! _____

Activity Sheet #13

Name _____

Date _____

BEATS ME!

DIRECTIONS. All of the following are ways to say "I don't know" to a question. Some are better ways than others. Which would YOU prefer to be told?

- ___ Beats me.
- ___ Can't you see I'm busy? Ask someone else.
- ___ What are you asking me for? I don't work in that department.
I don't know, but if you can wait a moment, I'll find out.
- ___ Don't ask me.
- ___ Sorry. I couldn't tell you.
- ___ What do I look like, Mr. Knowzit?
- ___ You mean you don't know? Come on!
- ___ Please wait. I'll ask my supervisor and get right back to you.
- ___ I can have that information by noon. Let me get back to you.
- ___ (shrug) I dunno.

Name _____

Date _____

EXPLAINING PROBLEMS CLEARLY

DIRECTIONS. Everybody has problems. We want to explain them clearly and not just place blame. That way, they can be solved. Read the conversations below, then write your answer to these questions:

1. In which conversation does Estella do the best job of explaining the problem? Why is that explanation better?
2. What will probably happen after Conversation #1? Conversation #2?

-CONVERSATION #1-

SUPERVISOR: I have a few minutes now. You said you wanted to talk to me.

ESTELLA: I'm having a problem with Theresa and need your help.

SUPERVISOR: What's the problem?

ESTELLA: Whenever I ask Theresa a question, she either ignores me or tells me it's a stupid question or says that she's already told me before.

SUPERVISOR: Does she explain whatever it is again?

ESTELLA: Sometimes. But yesterday, when I asked her to show me again how to fill out a refund form, she said she didn't have time. It makes me feel bad. And I'm not learning my job very well, either.

SUPERVISOR: Okay. I'll speak with Theresa. But here's what you can do: if she says she doesn't have time, ask her when she can show you something. And if she says a question is stupid, don't take it to heart. Also, Theresa wears a hearing aid. Did you know that?

ESTELLA: No.

SUPERVISOR: She may act like she's ignoring you when she really just didn't hear your question. Try to remain pleasant, and if things don't improve, come see me again, okay?

ESTELLA: Okay. Thank you.

-CONVERSATION #2-

SUPERVISOR: I have a few minutes now. You said you wanted to talk to me.

ESTELLA: It's Theresa. She's supposed to be helping me, but she isn't.

SUPERVISOR: What's the problem?

ESTELLA: I don't know. I think she's jealous. Or just mean. She's nasty to me all the time. I ask her questions and she never answers them. She just gives me these dirty looks. I'm going to tell her off!

SUPERVISOR: Wait a minute. You say you ask her questions and she NEVER answers them?

ESTELLA: Well, sometimes she might answer me. But she makes me feel dumb. Like yesterday. I said, "Theresa, would you show me how to fill out a refund?" and she said, "I don't have time. Can't you see I'm busy with the register tally?" And two days ago, she wouldn't even answer me when I asked her where to put the new shirts that had just come in. She's a hateful old woman.

SUPERVISOR: First of all, Theresa may not hear your questions because she's partially deaf and wears a hearing aid.

ESTELLA: That's not MY problem. She's supposed to help me. How can she help if she can't hear?

SUPERVISOR: Maybe you should make sure she can see your face before you ask her a question.

ESTELLA: Oh, sure. Take her side. She's your favorite. I'm just the new kid.

SUPERVISOR: Estella, nobody is taking sides, and nobody is a favorite. I'm trying to help you with this problem.

ESTELLA: You know how you can help? Tell that old bat to stay away from me. I'll learn by myself. I don't need any of you around here!

Name _____

Date _____

MORE EXPLAINING

DIRECTIONS. Pair up with another student. Select one of the following problems. Try to explain the problem clearly and without placing blame.

1. You do not enjoy working in the Record Department. Your co-workers are very nice, and everyone tries to help, but you really don't know that much about different kinds of music. When a customer asks you questions, you feel embarrassed. You would like to get a transfer to another department.

2. This is the beginning of a new semester at school. Last semester you could get to work by 2:00 because you didn't have a last period class. This semester, you do, and it is a class you need to graduate. Your guidance counselor can not change the schedule. You want to know if you can work from 3:00-6:00 and stay until 10:00 on Thursday nights, when the store is open late.

3. It is your first day on the job. The person responsible for training you pointed to a large carton of handbags and said, "Pack those out." The person did not tell you what "packing out" meant. You opened the cartons and stacked the handbags on top of a counter. Your trainer returned and started yelling at you because you were supposed to have priced each bag with the tags in a plastic envelope, then put them on a display rack, not a table. You feel like quitting.

Name _____

Date _____

BODY LANGUAGE

DIRECTIONS. Below you will see a list of gestures and other forms of non-verbal communication. Identify each as positive by writing a P in the blank, or negative by writing an N in the blank. Be prepared to explain your answers.

- ___ 1. smile
- ___ 2. handshake
- ___ 3. standing so close to a person your toes practically touch
- ___ 4. crossed arms
- ___ 5. sigh
- ___ 6. arm around your shoulder
- ___ 7. sucking one's teeth
- ___ 8. spitting noise
- ___ 9. looking away from someone who is talking to you
- ___ 10. poking a person with your finger
- ___ 11. using your hands while you talk
- ___ 12. putting your hands in someone's face
- ___ 13. winking
- ___ 14. shrugging
- ___ 15. standing with your hands on your hips while someone is criticizing something you did

CHALLENGE:

We may think a certain gesture is harmless; people in a different culture may not agree. For example, in Japan, winking is considered extremely rude, and in some Hispanic cultures, for a young person to look into the face of an adult talking to him or her is considered fresh.

What are some other forms of non-verbal communication that you consider very rude? List them below:

Activity Sheet #17

Name _____

Date _____

TEST ON COMMUNICATION SKILLS

DIRECTIONS. Select the best answer to each question below. Write its letter in the blank.

- ___ 1. "Gestures" are
(a) rude noises.
(b) motions made with the hands.
(c) eye contact.
(d) mistakes.
(e) the way a person stands.
- ___ 2. Signs, teeth-sucking and crossed arms are examples of
(a) a survey.
(b) group discussion.
(c) written communication.
(d) non-verbal communication.
(e) communication skills.
- ___ 3. Which of the following is NOT an example of communication?
(a) a letter.
(b) a handshake.
(c) a magazine article.
(d) a smile.
(e) a supervisor.
- ___ 4. Three categories of human communication are
(a) handshakes, smiles and talking.
(b) verbal, written and non-verbal.
(c) body, head and hands.
(d) English, history and math.
(e) salespeople, supervisors and operators.
- ___ 5. Which of the following is the best way to answer a phone call at work?
(a) Yeah?
(b) Hello?
(c) Have a nice day!
(d) Good morning, Boys' Department. Ms. Smith speaking.
(e) Hold on.

- 6. Why is it important to use good telephone technique on the job?
- (a) You represent the company when you answer the phone.
 - (b) You will be fired if you do not answer the phone properly.
 - (c) People who answer the phone correctly get raises and bonuses.
 - (d) Customers will insult you if you do not answer the phone correctly.
 - (e) You were hired to answer the phone, so you had better do it right.
- 7. One of the best ways to greet a customer is
- (a) by ignoring the customer until he or she comes over to you.
 - (b) with a smile and "May I help you?"
 - (c) by keeping a close eye on the customer, who may be a shoplifter.
 - (d) with a sigh, especially if you were just going on your break.
 - (e) with a smile, but not saying anything.
- 8. If a customer is particularly demanding or rude, you should
- (a) tell the person off: you do not have to take that from anyone.
 - (b) walk away and let someone else take care of the customer.
 - (c) get your supervisor.
 - (d) remain calm and try to help by listening and giving clear answers.
 - (e) quit: you do not need any job badly enough to put up with rudeness.
- 9. If you have a problem, one of the ways to explain it clearly is
- (a) to avoid placing blame and just report the facts.
 - (b) to tell whose fault the problem is (not yours!).
 - (c) to go to your supervisor and ask him or her to take care of it.
 - (d) to tell only that part of the truth that will not make you look bad.
 - (e) to ignore it: most problems go away by themselves.
- 10. Why should you be aware of your "body language" or non-verbal communication?
- (a) Because everyone notices it.
 - (b) Because you should know what tone of voice and gestures are.
 - (c) Because you should know if people like what you do or not.
 - (d) Because everybody knows what body language is.
 - (e) Because actions often speak louder than words.

Name Teacher's Key

Date _____

TEST ON COMMUNICATION SKILLS

DIRECTIONS. Select the best answer to each question below. Write its letter in the blank.

- b 1. "Gestures" are
(a) rude noises.
(b) motions made with the hands.
(c) eye contact.
(d) mistakes.
(e) the way a person stands.
- d 2. Sighs, teeth-sucking and crossed arms are examples of
(a) a survey.
(b) group discussion.
(c) written communication.
(d) non-verbal communication.
(e) communication skills.
- e 3. Which of the following is NOT an example of communication?
(a) a letter.
(b) a handshake.
(c) a magazine article.
(d) a smile.
(e) a supervisor.
- b 4. Three categories of human communication are
(a) handshakes, smiles and talking.
(b) verbal, written and non-verbal.
(c) body, head and hands.
(d) English, history and math.
(e) salespeople, supervisors and operators.
- d 5. Which of the following is the best way to answer a phone call at work?
(a) Yeah?
(b) Hello?
(c) Have a nice day!
(d) Good morning, Boys' Department. Ms. Smith speaking.
(e) Hold on.

- a 6. Why is it important to use good telephone technique on the job?
- (a) You represent the company when you answer the phone.
 - (b) You will be fired if you do not answer the phone properly.
 - (c) People who answer the phone correctly get raises and bonuses.
 - (d) Customers will insult you if you do not answer the phone correctly.
 - (e) You were hired to answer the phone, so you had better do it right.
- b 7. One of the best ways to greet a customer is
- (a) by ignoring the customer until he or she comes over to you.
 - (b) with a smile and "May I help you?"
 - (c) by keeping a close eye on the customer, who may be a shoplifter.
 - (d) with a sigh, especially if you were just going on your break.
 - (e) with a smile, but not saying anything.
- d 8. If a customer is particularly demanding or rude, you should
- (a) tell the person off: you do not have to take that from anyone.
 - (b) walk away and let someone else take care of the customer.
 - (c) get your supervisor.
 - (d) remain calm and try to help by listening and giving clear answers.
 - (e) quit: you do not need any job badly enough to put up with rudeness.
- a 9. If you have a problem, one of the ways to explain it clearly is
- (a) to avoid placing blame and just report the facts.
 - (b) to tell whose fault the problem is (not yours!).
 - (c) to go to your supervisor and ask him or her to take care of it.
 - (d) to tell only that part of the truth that will not make you look bad.
 - (e) to ignore it: most problems go away by themselves.
- e 10. Why should you be aware of your "body language" or non-verbal communication?
- (a) Because everyone notices it.
 - (b) Because you should know what tone of voice and gestures are.
 - (c) Because you should know if people like what you do or not.
 - (d) Because everybody knows what body language is.
 - (e) Because actions often speak louder than words.

UNIT 4

INTERVIEWING

Being interviewed for a job is a harrowing experience for anyone, probably more so for youngsters in the STARS program who have experienced enough defeat in other areas of their lives. But a couple of realities should be emphasized from the outset: students have skills and qualities employers want, and students are basically no different from anyone else when it comes to applying for a job opening. But interviewing for a job does not insure getting a job. The purpose here is to help youngsters steel themselves for that first interview, then confidently go out on others.



TOPIC Interviewing

NOTE

If students have not had the occupational education lessons on matching skills and interests to career fields, how to look for a job (including reading the want ads), and writing letters of application, please review by using material from The Working Citizen (Project Future) or Vol. I of Getting Your Foot In the Door.

AIM How can we prepare for the job interview?

PERFORMANCE OBJECTIVES

Students will be able to:

1. prepare for an interview by filling out an information sheet on themselves.
2. put together an "Interview Kit" of pertinent information, including a job application form that is filled out correctly and neatly.
3. role play an interview with confidence.
4. explain how this preparation can help them with future interviews.

VOCABULARY

application	printed form to fill out with your qualifications
data	information
documentation	printed records that prove age, address, etc.
orientation	information to help you learn about a new place
personnel	people who work in an organization
resume	list of your qualifications and experience

STRATEGIES AND ACTIVITIES

- Ask students: "How would you like to be able to interview teachers before you enrolled in their classes?"

Ask: "Why would you like to be able to interview several teachers before selecting whose class to take?"

"If you really could interview teachers before going into their classes, what kinds of questions would you ask them? Why?"
[write student queries on the chalkboard]

- Ask: "Why are people interviewed for jobs?" [list on chalkboard]
 1. to learn their background
 2. to determine their character (honest, reliable)
 3. to find out how they handle themselves
 4. to see if they fit the job opening and company

- Explain that going on a job interview does not mean the applicant will get the job. Many people may be competing for the same opening. Nonetheless, students should be prepared for every interview, just as they prepare for tests in school. This series of lessons will help them prepare for any job interview."
- Review the vocabulary for the lesson.
- Distribute ACTIVITY SHEET #18: INTERVIEW INFORMATION SHEET. Tell students they are completing this sheet because some of these questions might come up in an interview and it would be helpful to have already thought them out and have an answer ready.

Tell students that the Interview Information Sheet will be part of their Interview Kit, which they should take with them on any interview. The following items should be included in the Kit:

documentation:	interview information sheet
social security card	completed application form
driver's license	note paper
birth certificate	pen and pencil

- Have students prepare this Interview Kit and bring it to class within a few days. If possible, provide them with a large envelope, labeled with their name, to keep these items in. Grade the Kit on neatness, legibility, completeness and timeliness.

N.B.: ALEXANDER'S IS PROVIDING APPLICATION FORMS. SPEND TIME FILLING THESE OUT TOGETHER IN CLASS AND GOING OVER ANY AREAS STUDENTS FIND CONFUSING. If you have no application form, there are two samples in Project Future's THE WORKING CITIZEN, on pages 178 and 179.

- Discuss the importance of dressing appropriately for a job interview. Use the quote, "You never get a second chance to make a good first impression." (Bear in mind that part of the funding for Project STARS is set aside to buy outfits for the students. Even if the youngsters do not now own something they could wear to a job interview, they could expect to fairly soon.)
- For the interview role play, able students can use ACTIVITY SHEET #19: INTERVIEW QUESTIONS and play the interviewer. Otherwise, you should take this role. Have volunteers do the mock interview in front of the class, or permit time to interview each student for practice while the others are engaged in some writing or reading activity. The idea is to provide practice and feedback for as many students as you can.
- If you wish, distribute ACTIVITY SHEET #20: INTERVIEW CHECKLIST while students watch a mock interview. As the interview progresses, they should answer the questions, then discuss them afterwards.

- Listed below are some points that should be made during discussion:
 1. Watch your body language as well as your verbal language: shake hands, smile, sit up straight, don't fidget, look at the interviewer as you speak.
 2. Answer questions honestly.
 3. Speak clearly.
 4. Speak loudly enough to be heard.
 5. Say "yes" instead of "yeah" and "no" instead of "nah". Also, remember to use "please, thank you, pardon me" and the like
 6. When it is obvious the interview is over (the interviewer says, "Thank you, we'll be in touch" or something like that), stand, shake hands, say good-bye and leave immediately.
 - Allow enough time for mock interviews and feedback, class comments and evaluations. When students have actual interviews, have them tell the class about the experience and what it taught them.
- Ask: "How can this preparation help you with any interview, whether it's your first or your tenth?"
- Discuss how students can learn from interviews. Talk about why they should not be discouraged if an interview does not lead to a job.
 - ACTIVITY SHEET #21: INTERVIEW PROBLEMS can be used as you see fit.

SUMMARIZING ACTIVITIES

- The class could publish a Job Interview Guide for distribution to other students or sale in the student store.
- The class could create a school bulletin board on how to prepare for a job interview.
- Give the quiz on ACTIVITY SHEET #22. Students should be able to answer all five questions correctly.

OTHER RESOURCES

GETTING YOUR FOOT IN THE DOOR: VOL. III, SKILLS FOR JOB-GETTING is all about the "Search, Application and Interview" process. The entire workbook is highly recommended. Also see the TEACHER'S MANUAL, pp. 35-45.

THE WORKING CITIZEN, Project Future. See pp. 33-80 for activities on assessing skills, attitudes and goals. See pp. 119-199 for worksheets on the job selection process.

INTERVIEW INFORMATION SHEET

Name _____
Address _____
Phone _____ Social Security Number _____
In case of Emergency Contact _____
Phone _____

Other jobs (include babysitting, neighborhood work, etc.)

Reference (name, title) _____
_____ Phone _____

* * * * *

School Now Attending _____ Grade _____

Favorite Courses _____

Outside or Extracurricular Activities _____

What are some of your hobbies and interests? _____

Do you most like working (check those that apply):

- | | |
|---|---|
| ☐ with your hands | ☐ helping other people |
| ☐ with pencil and paper | ☐ alone |
| ☐ on equipment/machinery | ☐ as part of a team |
| ☐ with ideas | ☐ leading others |
| ☐ writing | ☐ with objects, not people |
| ☐ organizing things | ☐ when told exactly what to do |

Here is a list of departments/jobs you might find in a department store.
Put a check next to those that interest you:

- | | |
|--|---|
| ☐ men's apparel | ☐ small appliance |
| ☐ women's apparel | ☐ electronics |
| ☐ teens' apparel | ☐ housewares |
| ☐ children's apparel | ☐ linens |
| ☐ infants and toddlers | ☐ furniture |
| ☐ toys | ☐ outdoor equipment |
| ☐ books and records | ☐ photograph studio |
| ☐ cosmetics | |
|
 |
 |
| ☐ administration staff: | ☐ support staff: |
| ☐ clerical | ☐ clerical worker |
| ☐ reception | ☐ maintenance |
| ☐ telephone operator | ☐ security |
| ☐ information desk | ☐ cleaning crew |
| | ☐ stockroom |
| | ☐ loading dock |
| | ☐ delivery personnel |

How do your interests (school courses, outside activities, the way you like to work) fit the jobs you checked above?

What would you like to be doing in five years? _____

How do you plan to reach this goal? _____

What would you like to be doing in twenty years? _____

How do you plan to reach this goal? _____

Why would you like to work in retail? _____

What would you say are your best qualities? _____

What would your teachers say about you? _____

TO THE STUDENT: At the end of an interview, most interviewers will ask if you have any questions. If the following didn't come up, you might ask:

1. What are the duties and responsibilities of this job?
2. Do you have a work incentive program? (rewards for doing an especially good job)
3. If I had questions or a problem, whom would I see for advice?
4. What is the next step up from this job? (career ladder)
5. Does the store promote from within?
6. When could I expect to hear whether or not I got this job?

Name _____

Date _____

INTERVIEW QUESTIONS

DIRECTIONS. You will be the Interviewer. Here are some questions you could ask the Applicant. Select only a few from each category.

- GREETING: Shake hands.
Say "Good morning/ "Good afternoon."
"I'm _____ [your name] and I'll be
interviewing you today. Please be seated. May I have
your application, please?"
Motion to extra chair; take your seat at the desk
- OPENING: Tell me something about yourself.
I see you attend _____. What do you like about it?
Are you considered a good student?
What kind of grades do you make?
- BACKGROUND: What are some of your favorite courses in school?
What is your favorite hobby or sport? Are you good at it?
Do you most like working alone or as part of a group?
Do you like working with people, things or ideas? Give me
an example.
What other jobs have you held?
Do you help at home? What kinds of responsibilities do you
have?
- MOTIVATION: Why are you applying for a job with us?
What departments/area of work interest you? Why?
You have no experience: why should we hire you?
When are you available to start work?
What do you see yourself doing in ten years?
What kind of salary would you like to make now? Ten years
from now?
- DEPENDABILITY: You say you [babysit/walk neighbor's dog/prepare meals].
What do you like about doing this work? What do you
dislike?
How many times have you been absent from school this year?
Why were you absent?
How many times have you been late to class? Why?
If you were asked to work late on Christmas Eve or New
Years Eve, what would say to your supervisor?
(to students who have had some previous employment) Why did
you leave that job?
What would your previous employer say about you?

Activity Sheet #20

Name _____

Date _____

INTERVIEW CHECKLIST

DIRECTIONS. You will be watching mock interviews and filling out this checklist in an effort to help the people being interviewed do a better job.

1. In the top row of blocks, write the name of each person being interviewed.
2. Watch for body language and comment on specific gestures in the appropriate block.
3. Listen carefully: was the person audible (could you hear?) and did the person speak well?
4. Answer the other questions carefully.

QUESTIONS	Interview #1	Interview #2	Interview #3
	(name)	(name)	(name)
1. Did the person smile and shake hands before sitting?			
2. Was the voice audible, clear and pleasant?			
3. Did the person make eye contact?			
4. Note any body language that was distracting or negative. (fidgets, nail-biting, sighs)			
5. Which question(s) did the person answer best?			

	#1 _____	#2 _____	#3 _____
6. Which question(s) did the person not answer well? What could he or she have said?			
7. Did the person sound like any of the following? Know-It-All Hiding Something Slick Chatterbox other?			
8. Did the person end the interview gracefully?			
9. What did the person do best?			
10. What suggestions do you have for improvement?			
11. If you were doing the hiring, what would make you hire -- or not hire -- this applicant?			

Name _____

Date _____

INTERVIEW PROBLEMS

DIRECTIONS. Read each situation below. Write how you would feel and what you should do if you had the problem.

-I-

You have an interview appointment with Ms. Dixon. You borrowed clothes from your cousin, got excused from school for the day, prepared your Interview Kit, and arrived ten minutes early for your interview.

You wait nearly half an hour. Finally, a young man comes out of an office and asks if you were being helped. You tell him you have an appointment with Ms. Dixon.

The young man says, "She's on vacation. Call next week."

How do you feel? _____

What do you do or say? _____

-II-

You have an interview at 9:30. You arrive on time. You are dressed properly. And you have filled out your application. The receptionist takes the application without looking at it and says, "Take a seat. We'll call you."

30 minutes later, they still have not called your name. You go back

to the receptionist and as politely as you can, you say: "Excuse me. Will it be much longer? I have to be back in school by noon."

The receptionist looks very nasty and says, "I told you to take a seat. I'll call you when it's your turn."

How do you feel? _____

What do you do or say? _____

-II-

This is the day you have prepared for. You look very nice in a suit with your hair styled conservatively. You have your complete Interview Kit, and you have arrived on time for your 9:00 interview.

You greet the personnel secretary with a smile and tell him your name. He asks, "Do you have your application?"

You answer, "No."

He sighs and thrusts a form at you, saying, "You kids never come prepared. I hope you have a pen. And you'd better print. If we can't read your writing, we won't interview you. I don't suppose you have your social security card, either, do you? You all come in here expecting us to just give you a job because you're here."

How do you feel? _____

What do you do or say? _____

Activity Sheet #22

Name _____

Date _____

QUIZ - INTERVIEWING

DIRECTIONS. Answer each of the following in brief but complete sentences.

1. Give one reason why people are interviewed for jobs.

2. What kinds of things will be on a person's resume?

3. Why should you dress conservatively for an interview?

4. Name two items you should take to an interview with you.

5. Why is it a good idea for you to be prepared for an interview?

Name Teacher's Key

Date _____

QUIZ - INTERVIEWING

NB: Teacher uses own discretion.

DIRECTIONS. Answer each of the following in brief but complete sentences.

1. Give one reason why people are interviewed for jobs.

(see lesson) to learn their backgrounds / to determine
character / to discover how they handle themselves / etc.

2. What kinds of things will be on a person's resume?

address - phone number / education / past employment /
hobbies / etc.

3. Why should you dress conservatively for an interview?

to impress interviewer with your maturity and
seriousness / it is appropriate for business / etc.

4. Name two items you should take to an interview with you.

Interview Kit / social security card / pen - pencil /
application / etc.

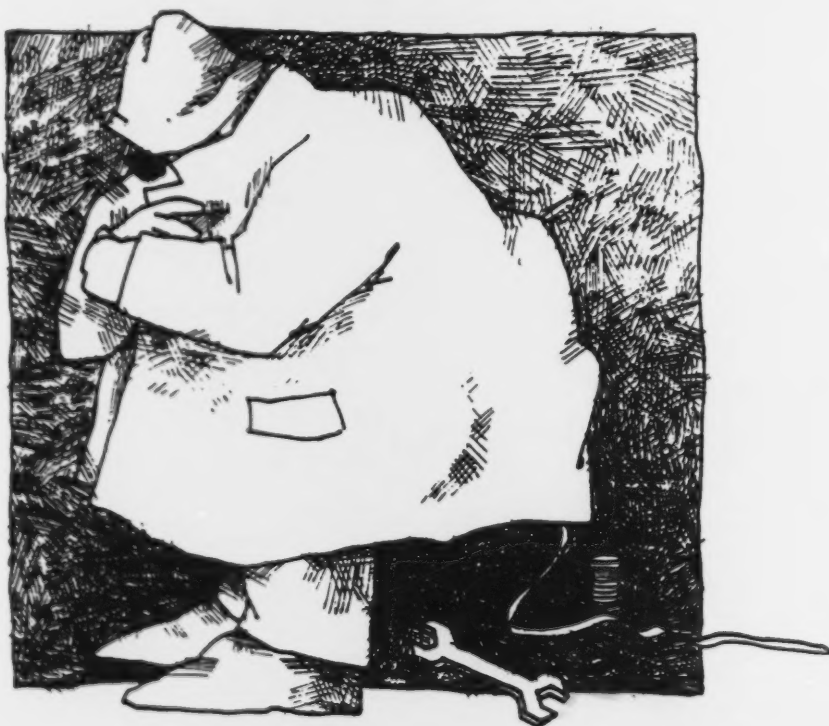
5. Why is it a good idea for you to be prepared for an interview?

You will be at your best / etc.

UNIT 5

LOSS PREVENTION

While the last four units addressed skills for getting and keeping any type of job, the next sections deal more specifically with retail sales skills. Beginning with this topic, Loss Prevention, students will learn techniques for meeting their responsibilities as retail sales employees. In this unit, they will recognize and discuss how customers and employees contribute to retail losses. It is hoped they will also gain an appreciation for their own roles in preventing such losses.



TOPIC Loss Prevention

AIM Why do owners expect employees to help prevent loss and theft?

PERFORMANCE OBJECTIVES

Students will be able to:

1. cite three examples of losses in retail businesses.
2. explain how theft of money and merchandise affects everyone in a retail organization.
3. examine situations involving theft and suggest the employee's course of action in each case.
4. determine the qualities of an honest employee who helps prevent loss.
5. create posters depicting why loss prevention should be every employee's responsibility.

VOCABULARY

apprehend	to catch or arrest someone
inventory control	ways to prevent theft, such as magnetic tags that set off alarms
monitor	to keep track of something or someone
surveillance	to watch someone carefully, especially if suspected of doing something illegal

STRATEGIES AND ACTIVITIES

Write LOSS PREVENTION on the chalkboard. Ask students to write down, or suggest, as many things as they can think of that can be "lost" or stolen in a retail business. Write their lists under the term LOSS PREVENTION. Answers should include the following: merchandise, money, supplies such as bags, staples, pens and the like.

Next ask students what they think "loss prevention" means in a retail store. Explain that this lesson is about some aspects of loss prevention and the employee's responsibilities.

Ask: "Should employees be expected to help prevent loss and theft in a store? Why or why not?"

In discussion, some of the following points should be made:

- (1) The profit or loss in a store depends on sales.
If a business loses money through theft (shoplifting or employee theft), it can not survive.
If a business fails, you are out of a job.
- (2) Even if a business doesn't fail, theft affects the price of merchandise (makes it more expensive) and whether employees receive regular raises or bonuses (if money is lost, there is no extra for bonuses).
- (3) You are hired to help customers. You are also hired to help your employer, who can not be all places all the time.

- (4) A store with honest employees that do not steal is probably a more pleasant place to work than one where everyone is under suspicion.
- (5) Imagine that someday YOU will own a business. Be the kind of employee you would like to hire by being honest yourself and helping to deter theft. "Everyone steals" is no excuse for turning your back or being lightfingered yourself.
- Use ACTIVITY SHEET #23: STOP THAT LOSS! as a class assignment or homework. Or just read the examples aloud to the class and have them discuss the loss involved in each case.

At the end of discussion, ask: "In how many of these cases could you say an employee might have prevented the loss? How?" [ans: all five] Explain that the class will now learn some techniques retailers use to prevent such losses.

- Students should be able to speak knowledgeably about such loss prevention techniques as security guards, electronic monitoring systems, metal strips hidden in merchandise, and other methods of preventing shoplifting. Some students may even be able to discuss why these devices are not always successful. Point out why it is important to understand how any loss prevention program can be thwarted. This should lead back to the point that employers rely on employees to be honest and diligent in loss prevention.
- Some methods employed specifically by Alexander's Department Store to prevent loss include:
 1. SECURITY FORCE, whose tasks include observing customers and employees for theft, standing by when money is counted and collected at registers, helping to apprehend suspected shoplifters, sealing incoming packages with special tape, monitoring loading docks and customer pick-up areas, and reporting accidents and incidents in the store.
 2. CHECKERS at dressing rooms to count merchandise before it goes in, check for hidden items, and double-check clothing as it comes out.
 3. MYSTERY SHOPPERS, or employees posing as customers to check on cashiers to be sure they are catching items that are not ticketed correctly, finding hidden merchandise, and discovering mismatched items.
 4. INVENTORY CONTROL DEVICES such as electronic monitoring tags and tape.
 5. VARIOUS AWARDS TO EMPLOYEES. ranging from \$1.00 per incident when a cashier or wrapper finds incorrect price tickets, mismatched merchandise and other examples of fraud, to \$1,000 for information leading to catching a dishonest employee. The poster on page , "It Pays to Be Alert", is one Alexander's actually uses. Show it to students.
- Turning in fellow workers, especially for a reward, is a touchy subject. Ask students how far they are willing to go to help prevent loss. Ask why a big store would offer a cash incentive for doing so.

You could ask students to suggest alternatives to this idea and, in that discussion, have them list the qualities of an honest employee.

- Say: "NEVER TRY TO APPREHEND A SUSPECTED SHOPLIFTER YOURSELF. CALL SECURITY INSTEAD." Discuss the reasons for this (among the problems they could cause themselves or others are false arrest, a lawsuit, being hurt by the suspect, and so on).
- Ask: "Why does it pay to be honest, even when it might be easy to steal from the store you work in?" (if caught, you will lose your job and may be prosecuted, an unpleasant ordeal at the very least; you should nurture the reputation for honesty starting now; have pride in yourself, and you can be proud if you're honest; etc.)
- You might use ACTIVITY SHEET #24: WANTED: AN HONEST EMPLOYEE as follow-up to this discussion.

SUMMARIZING ACTIVITIES

- Have students present their "Qualities of an Honest Employee" as a class report.
- Ask students to explain, in a verbal or written report, why retailers would expect their employees to be concerned with and responsible for loss prevention. You could conduct a debate about whether or not this is a reasonable expectation.
- Have students create their own loss prevention posters. Display them in the room.
- Give the quiz on ACTIVITY SHEET #25. Students should be able to answer 8 of the 10 questions correctly.

OTHER RESOURCES

GETTING YOUR FOOT IN THE DOOR, VOL. II: FURTHERING YOUR CAREER THROUGH DECISION MAKING has a good section on values clarification and honesty. See pages 51-55.

Activity Sheet #23

Name _____

Date _____

STOP THAT LOSS!

DIRECTIONS. Sometimes businesses will use the word "loss" when they really mean "theft." Read each situation below. In each blank, write how the loss or theft could have been stopped.

1. Fifteen cartons of towels were delivered to a store. Only twelve were on the loading dock when the security guard arrived to count them. The truck driver said he saw a man put three of the cartons in a car.

2. You notice that an experienced cashier does not always take "mark-downs" at the register. If a \$10.00 item is on sale for \$8.50, but the tag isn't marked, the cashier charges the customer \$10.00. He then takes \$1.50 out of the cash drawer and winks at you.

3. The dressing room checker is busy talking to a co-worker and does not notice the expensive item hidden beneath the garments in a customer's hand. The customer comes out later and returns the same number of garments taken in. The expensive item that was hidden is now in the customer's backpack.
-
-

4. You are helping another employee pack out and price jackets. The other employee leaves one in a carton, then takes the carton back to the stockroom. Later on you notice the jacket is gone.
-
-

5. The jewelry salesperson takes two trays of gold earrings out of a locked glass showcase to show a customer. Another person asks to see bracelets in different display case. The salesperson leaves the first customer with the trays of earrings to help the second customer with bracelets. When the salesperson returns to the earring case, the customers are gone and so are five pair of earrings.
-
-

Activity Sheet #24

Name _____

Date _____

WANTED: AN HONEST EMPLOYEE

DIRECTIONS. You have seen classified advertising for jobs that read something like this:

WANTED: SALES HELP

No experience necessary. Person must be bright, energetic, and willing to learn. Responsibilities include stock work, pricing, helping customers, dressing room surveillance, and bagging. Opportunities for advancement. \$5.00/hr.

Now you are to write an ad that begins, "WANTED: AN HONEST EMPLOYEE". Then write an ad for the type of honest employee you are looking for.

Activity Sheet #25

Name _____

Date _____

QUIZ -- LOSS PREVENTION

DIRECTIONS. Select the term from the list at the top of the page that best matches each definition below. Write its letter in the blank.

A. inventory control
B. stock room
C. loading dock
D. security guards
E. surveillance

F. sales people and cashiers
G. shoplifters
H. checkers
I. mystery shoppers
J. apprehend

- ___ 1. Shoppers who steal merchandise.
- ___ 2. The place in a store where merchandise is stored until it is put out on the selling floor.
- ___ 3. To catch or arrest; particularly someone who has broken a law.
- ___ 4. Ways to keep merchandise from being stolen. One type is a magnetic tag that can set off an alarm.
- ___ 5. A close watch on a person who is suspected of doing something illegal, such as shoplifting or stealing from a cash register.
- ___ 6. Employees who check up on cashiers by pretending to be shoppers.
- ___ 7. The only employees who are responsible for apprehending possible shoplifters.
- ___ 8. Employees responsible for helping to prevent loss and theft by paying attention to customers, merchandise, price tags and so on.
- ___ 9. Employees stationed at dressing room doors to check the numbers of items customers take in and bring back out.
- ___ 10. Place outside a store where merchandise is delivered; usually a platform for trucks to back up to.

UNIT 6

CUSTOMER SERVICE

"The customer is our most important asset," reads the end of Alexander's brochure on customer service. Why this is so, and how the salesperson creates good will through customer service are discussed in this section. Students will also learn that no matter how trying customers may be, there are ways to keep them happy, which will make supervisors happy, which will make for success on the job.



TOPIC Customer Service

AIM Why is customer service the most important part of a sales associate's job?

PERFORMANCE OBJECTIVES

Students will be able to:

1. cite reasons why the customer is business's most important asset.
2. identify the elements of customer service from a list and explain how each would promote good will.
3. explain why knowing the merchandise is an essential element of customer service.
4. suggest ways to promote good will in difficult situations with customers.

VOCABULARY

asset	useful or valuable thing
customer service	helping customers so they will want to come back
good will	good relationship of a business with its customers
sales associate	entry-level sales position at Alexander's

STRATEGIES AND ACTIVITIES

- Ask students to think of a place where they will never shop again. Have them write a paragraph explaining why they will never shop in that store again. Volunteers should read their paragraphs aloud. Compile a list of the most common complaints students cite and write them on the chalkboard under the heading "Poor Customer Service." You may point out that one thing dissatisfied customers have in common is the feeling that they are not wanted or important.

Or, tell the class about a time you did not get good service and how you felt about it. Then ask what they think could have been improved in the way you were treated.

- Introduce the idea of CUSTOMER SERVICE. Elicit from the class a definition that basically describes customer service as helping customers in such a way that they will want to come back.

Introduce the other three vocabulary terms.

- Tell students that many businesses consider customers their most important ASSETS (define). Have the class brainstorm ideas about why this might be so. The obvious answer is that without customers, there would be no retail business. Then ask: "Why should you care how customers feel? It's not YOUR business."
- Hand out copies of ACTIVITY SHEET #26: CUSTOMER SERVICE AND GOOD WILL. This can be done in teams or individually in class, as a homework assignment, or as a class discussion. However the exercise

Name Teacher's Key

Date _____

QUIZ -- LOSS PREVENTION

DIRECTIONS. Select the term from the list at the top of the page that best matches each definition below. Write its letter in the blank.

- A. inventory control
- B. stock room
- C. loading dock
- D. security guards
- E. surveillance

- F. sales people and cashiers
- G. shoplifters
- H. checkers
- I. mystery shoppers
- J. apprehend

- G 1. Shoppers who steal merchandise.
- B 2. The place in a store where merchandise is stored until it is put out on the selling floor.
- J 3. To catch or arrest; particularly someone who has broken a law.
- A 4. Ways to keep merchandise from being stolen. One type is a magnetic tag that can set off an alarm.
- E 5. A close watch on a person who is suspected of doing something illegal, such as shoplifting or stealing from a cash register.
- I 6. Employees who check up on cashiers by pretending to be shoppers.
- D 7. The only employees who are responsible for apprehending possible shoplifters.
- F 8. Employees responsible for helping to prevent loss and theft by paying attention to customers, merchandise, price tags and so on.
- H 9. Employees stationed at dressing room doors to check the numbers of items customers take in and bring back out.
- C 10. Place outside a store where merchandise is delivered; usually a platform for trucks to back up to.

is done, help students understand that many of the jobs they will be asked to do -- from straightening displays a dozen times a day to being able to take over for other employees -- all promote good will and are considered part of customer service.

You might ask questions such as the following to create this understanding:

1. How does attractive display promote good will in customers?
 2. How do you feel when a sales person ignores you?
 3. Of the duties listed on this sheet, which would make you feel wanted and valued as a customer?
 4. If a sales associate knows a lot about the merchandise, answers questions well, listens closely, and is quick and efficient, what difference does it make if he or she is not very friendly?
- If there is time, use ACTIVITY SHEET #27: KNOW THE MERCHANDISE to discuss an element of customer service that students may need help grasping.

Select three students to take the parts outlined on the sheet. Have them role play the situations in class. Then discuss which "sales associate" was providing the best customer service and why.

- Another way to approach this exercise is to give every student a chance to practice knowing the merchandise:
 1. Ask everyone to bring in one article of clothing (or anything else you might find in a department store) from home.
 2. Distribute PART A of Activity Sheet #27 to each student. They should answer the questions for the item they have to "sell".
 3. Duplicate PART C for each student.
 4. Pair up students to role play the sales situation, with one student taking the sales associate's role, the other the customer's, then switching.
- Ask: "Why is knowing the merchandise essential to good customer service?" Answers should include the following:
 - customers can depend on correct information
 - customers can select merchandise they are happy with
 - customers will come back if they get good help in making selections
 - customers depend on sales associates to know the merchandise
- Elicit from those students who have already worked in retail that if all customers knew what they wanted and were and courteous themselves, sales work would be very pleasant. However, people being what they are, sales associates will find their jobs frustrating at times when they have to deal with difficult customers.

Remind students that the same techniques they have already learned in various conflict resolution exercises will work when dealing with difficult customers. (Activity Sheets #10 and 11 from Unit 3 are applicable here.)

- If you have the time, use ACTIVITY SHEET #28: IS THE CUSTOMER ALWAYS

RIGHT? and ask students to suggest ways the sales associate in each case could have handled the customer. Of course the two scenes can be acted out by volunteers in class.

SUMMARIZING ACTIVITIES

- Give the quiz on ACTIVITY SHEET #29. Students should be able to answer 5 of the 7 questions correctly.
- Students who are already working could keep a log of difficult encounters with customers and how they handled them. Or students could record successful encounters and report back to the class.
- Ask a volunteer to address the class as though he or she were the owner of a retail store. The "owner" should explain to the class why "the customer is always right".
- Interested students could write a poem about customer service. Read samples aloud, then make a display of them or publish in a class magazine.
- Have the class create a Customer Service brochure, complete with drawings or cartoons, based on what they learned in this unit.

Activity Sheet #26

Name _____

Date _____

CUSTOMER SERVICE AND GOOD WILL

DIRECTIONS. Imagine this is your first day on the job, and you have just been handed this list of responsibilities. Read through the list with another student, then identify which responsibilities you think could be considered "Customer Service" and write "CS" in the blank. Remember: Customer Service is anything that helps customers and makes them want to come back.

SALES ASSOCIATE'S DUTIES AND RESPONSIBILITIES

- ___ 1. Use the time clock to punch in when you arrive at work.
- ___ 2. Notify your supervisor if you must be late.
- ___ 3. Know the location of customer restrooms, telephones, and the nearest Service Desk.
- ___ 4. Know the merchandise in your department. Make sure you understand features such as style, color, price and quality.
- ___ 5. Greet customers promptly with a smile and "May I help you?"
- ___ 6. Make sure displays are neat and attractive. Straighten up as often as necessary.
- ___ 7. Do not take a book or magazine on your break: you may become so involved in reading that you are late returning to your department.
- ___ 8. Answer the telephone in your department with a friendly greeting, clearly giving the department name and your name.
- ___ 9. While we allow customers to do most of their own selecting, always be ready to help.
- ___ 10. If you are operating the cash register, make sure items in a "set" haven't been mismatched.
- ___ 11. If you suspect a customer of shoplifting, tell your supervisor. Do not confront the customer yourself.

- ___ 12. Be familiar enough with merchandise in other departments to give customers suggestions on items related to those they are interested in.
- ___ 13. Be courteous and confident.
- ___ 14. If a customer wants to return an item, direct him or her to the nearest Service Desk.
- ___ 15. If a customer does not want an item you are selling, do not use "high pressure".
- ___ 16. Listen carefully to customers and treat them as you'd like to be treated yourself.
- ___ 17. You will be trained in selling and cashiering. If asked to do either job, report to that post quickly.
- ___ 18. Be sure to enter your cashier's code at the beginning of each shift on the register.
- ___ 19. Check price tags carefully to make sure they are correct.
- ___ 20. Wrap and bag or box purchases neatly.
- ___ 21. Staple the receipt to the outside of a bag, or tape it securely to a box.
- ___ 22. Use the red SOLD stickers for large items.
- ___ 23. Count change correctly.
- ___ 24. Smile and ask customers to come back, whether you've made a sale or not.

Select any Customer Service Responsibility above and write a sentence explaining how it would promote good will:

Name Teacher's Key

Date _____

CUSTOMER SERVICE AND GOOD WILL

DIRECTIONS. Imagine this is your first day on the job, and you have just been handed this list of responsibilities. Read through the list with another student, then identify which responsibilities you think could be considered "Customer Service" and write "CS" in the blank. Remember: Customer Service is anything that helps customers and makes them want to come back.

SALES ASSOCIATE'S DUTIES AND RESPONSIBILITIES

- ___ 1. Use the time clock to punch in when you arrive at work.
- ___ 2. Notify your supervisor if you must be late.
- CS 3. Know the location of customer restrooms, telephones, and the nearest Service Desk.
- CS 4. Know the merchandise in your department. Make sure you understand features such as style, color, price and quality.
- CS 5. Greet customers promptly with a smile and "May I help you?"
- CS 6. Make sure displays are neat and attractive. Straighten up as often as necessary.
- ___ 7. Do not take a book or magazine on your break: you may become so involved in reading that you are late returning to your department.
- CS 8. Answer the telephone in your department with a friendly greeting, clearly giving the department name and your name.
- CS 9. While we allow customers to do most of their own selecting, always be ready to help.
- CS 10. If you are operating the cash register, make sure items in a "set" haven't been mismatched.
- CS 11. If you suspect a customer of shoplifting, tell your supervisor. Do not confront the customer yourself.

- CS 12. Be familiar enough with merchandise in other departments to give customers suggestions on items related to those they are interested in.
- CS 13. Be courteous and confident.
- CS 14. If a customer wants to return an item, direct him or her to the nearest Service Desk.
- CS 15. If a customer does not want an item you are selling, do not use "high pressure".
- CS 16. Listen carefully to customers and treat them as you'd like to be treated yourself.
- ___ 17. You will be trained in selling and cashiering. If asked to do either job, report to that post quickly.
- ___ 18. Be sure to enter your cashier's code at the beginning of each shift on the register.
- CS 19. Check price tags carefully to make sure they are correct.
- CS 20. Wrap and bag or box purchases neatly.
- CS 21. Staple the receipt to the outside of a bag, or tape it securely to a box.
- ___ 22. Use the red SOLD stickers for large items.
- CS 23. Count change correctly.
- CS 24. Smile and ask customers to come back, whether you've made a sale or not.

Select any Customer Service Responsibility above and write a sentence explaining how it would promote good will:

KNOW THE MERCHANDISE

TO THE TEACHER

Bring an article of clothing, such as a sweater or knit shirt, to class for this activity. Ahead of time, prepare PART A by filling in answers to the questions about this garment.

Ask three volunteers to role play a customer service situation for the class. Give one student PART A (sales associate who knows the merchandise), one PART B (sales associate who does not), and the third PART C (customer who is shopping for an article such as the sample).

The student playing PART B should remain out of the class while the first role play takes place. Then he or she will come in and play the same scene with the same customer.

Discussion should follow the questions:

1. Which sales associate gave better service? Why?
2. Why would the associate who knows the merchandise stand a better chance of succeeding in a retail career than the other?
3. Why should you familiarize yourself with the merchandise even if no one tells you to?

An alternative exercise would be to have students bring in their own items, fill out the following sheets, and role play in pairs.

Activity Sheet #27

Name _____

Date _____

KNOW THE MERCHANDISE

PART A

You are a sales associate in a fashion department. Learn this information about the garment you will be discussing in this role play:

Maker: _____ Made in USA/ Imported? _____

Price: _____

Size: _____ Other sizes available: _____

Color: _____ Other colors available: _____

Fiber content: _____

Wash/Care Information: _____

OTHER: The manufacturer makes coordinating tops (100% washable cotton, 19.95) and slacks (polyester/cotton blend, also washable, need no ironing, usually \$39.95; on sale this week for \$30.00) for this garment. You have most sizes.

Customers may always return unsatisfactory purchases for a full refund, an exchange, or a store credit good for one year.

In addition, the manufacturer warrants this garment against any defects, such as pulled threads, twisting during cleaning care, and so on.

Activity Sheet #27

Name _____

Date _____

KNOW THE MERCHANDISE

PART B

You are a sales associate in a fashion department. You just began two days ago. No one has told you anything about the merchandise. You can only answer questions about the garment based on what you see. Do your best to help the customer.

Activity Sheet #27

Name _____

Date _____

KNOW THE MERCHANDISE

PART C

You are a customer in a fashion department. You are looking for a nice top and like the one the sales associate shows you. However, before you make the purchase, you want to know a few things:

1. You don't have anything to go with that color. What other colors are available?
2. Can the salesperson suggest coordinating slacks in your size? How much are they? Who makes them?
3. You think dry cleaning is too expensive and like clothes you can launder yourself. Can these items be washed and dried?
4. If you get the outfit home and decide you really don't like it, can you get your money back, or is this a final sale?

Name _____

Date _____

IS THE CUSTOMER ALWAYS RIGHT?

DIRECTIONS. Read each situation below, then write an explanation of how the sales associate could have handled the situation to make the customer want to come back.

-I-

The customer received a gift purchased in the Fashion Accessories Department. He wants to exchange it for another color. However, the customer is trying to make the exchange in Leather Goods. When the sales associate tries to explain that the item must be taken back to Fashion Accessories, the customer replies, "I shop here all the time. I don't see why you can't just exchange this for me so I can get back to work. This is my lunch hour."

"I'm trying to tell you. You have to take it back where you got it. And this came from Fashion Accessories on the sixth floor," the sales associate explains.

"And I already told you: I didn't buy it. It was a gift."

The sales associate shrugs and turns her back on the customer. "You still have to exchange it upstairs," she answers, and walks away.

The customer is now angry and begins to shout, "I will never shop here again!"

The sales associate should have _____

This customer has been shopping for a shirt to go with pants bought elsewhere. The customer has the pants. The sales associate has been trying to help by selecting shirts that look good with the pants. At this point, the customer has seen a dozen shirts, most of which are laid out on counters. Other customers are waiting to be helped.

"Oh, I just can't decide," the customer complains. "I like both of these."

"Then take both. You could probably use them with other outfits," the sales associate suggests.

"You decide."

"Okay. Take this one, then," the sales associate says, starting to put the other shirts away.

"Oh, no. I don't like that one so much. It's got funny buttons."

"Then take the other one."

"Okay."

The sales associate starts to ring up the shirt and wraps it in tissue paper. The customer says, "Wait a minute. I want to look at that one over there."

The sales associate is now fed up. "Listen: I've taken out every shirt in this department. I haven't been able to help anyone else for an hour. And now you want to see another shirt? Make up your mind, or go some place else!"

The sales associate should have _____

Name _____

Date _____

QUIZ — CUSTOMER SERVICE

DIRECTIONS. Select the best answer and write its letter in the blank.

- ___ 1. "The customer is our most important asset" means
 - (a) the customer does not know he or she is important.
 - (b) the customer is not always right.
 - (c) the customer is more valuable than anything else.
 - (d) the customer can go to the Service Desk to return items.

- ___ 2. A sales associate is the same thing as a
 - (a) security guard.
 - (b) valuable asset.
 - (c) sales person.
 - (d) stock person.

- ___ 3. Customer service is anything that will
 - (a) keep the customer coming back.
 - (b) put the customer in his or her place.
 - (c) show the customer where things are in the store.
 - (d) keep customers from shoplifting.

- ___ 4. Which of the following is NOT an example of customer service?
 - (a) Do not clock in other employees.
 - (b) Know where the nearest Service Desk is located.
 - (c) Be polite.
 - (d) Check price tags to be sure they are correct.

- ___ 5. What is "good will" in business?
 - (a) A feeling you get during certain holidays.
 - (b) How an employee feels about the company.
 - (c) What a person does to keep customers happy.
 - (d) The good relationship a business has with its customers.

- ___ 6. How can you promote good will with difficult customers?
 - (a) Tell them off.
 - (b) Call the security guard.
 - (c) Be polite and listen carefully.
 - (d) Walk away from them and help nicer people.

- ___ 7. Knowing the merchandise is good customer service because
 - (a) customers do not know the merchandise.
 - (b) if you give customers good information, they can select merchandise they will be happy with and will come back.
 - (c) it is your job.
 - (d) customers will learn where different departments are.

Name Teacher's Key

Date _____

QUIZ -- CUSTOMER SERVICE

DIRECTIONS. Select the best answer and write its letter in the blank.

- C 1. "The customer is our most important asset" means
(a) the customer does not know he or she is important.
(b) the customer is not always right.
(c) the customer is more valuable than anything else.
(d) the customer can go to the Service Desk to return items.
- C 2. A sales associate is the same thing as a
(a) security guard.
(b) valuable asset.
(c) sales person.
(d) stock person.
- A 3. Customer service is anything that will
(a) keep the customer coming back.
(b) put the customer in his or her place.
(c) show the customer where things are in the store.
(d) keep customers from shoplifting.
- a 4. Which of the following is NOT an example of customer service?
(a) Do not clock in other employees.
(b) Know where the nearest Service Desk is located.
(c) Be polite.
(d) Check price tags to be sure they are correct.
- d 5. What is "good will" in business?
(a) A feeling you get during certain holidays.
(b) How an employee feels about the company.
(c) What a person does to keep customers happy.
(d) The good relationship a business has with its customers.
- C 6. How can you promote good will with difficult customers?
(a) Tell them off.
(b) Call the security guard.
(c) Be polite and listen carefully.
(d) Walk away from them and help nicer people.
- b 7. Knowing the merchandise is good customer service because
(a) customers do not know the merchandise.
(b) if you give customers good information, they can select merchandise they will be happy with and will come back.
(c) it is your job.
(d) customers will learn where different departments are.

UNIT 7

SELLING TECHNIQUES

There are those who claim selling is an art, and therefore has a technique, or technical ability behind it. This section is designed to introduce students to a few of these techniques and give them a chance to practice them in role play. It is also hoped that students will appreciate that the better they are at selling, the more success they will have in retail work.



TOPIC Selling Techniques

AIM Why should a retail worker master basic selling techniques?

PERFORMANCE OBJECTIVES

Students will be able to:

1. differentiate between four types of customers, and discuss why it is important to be able to discover each type.
2. suggest personality traits that separate the effective sales person from the ineffective.
3. demonstrate effective selling techniques to the class in role play for evaluation and discussion.
4. explain how mastering basic selling techniques will help any retail worker who wants to climb the career ladder.

VOCABULARY

big-ticket	expensive; something such as a tv or refrigerator
enthusiasm	excitement; eagerness
fawning	looking for attention by flattering someone
notions	small items for household or clothing use, such as needles, thread, ribbons and the like
sincere	honest or true
technique	the steps, or basics, involved in a performance, such as singing, playing an instrument, playing a sport, and so on
trend	a direction or movement; a fad

STRATEGIES AND ACTIVITIES

- Elicit from the class what is meant by **TECHNIQUE** in a sport or art or simply define the word for them and explain what it means. You might want to use your own experience or knowledge of a specific art, craft or sport to illustrate.

Explain that some people think selling is an art with techniques that can help the practitioner succeed. Tell students that selling technique breaks down into two basic areas:

1. Knowing the Customer, and
2. Asking the Right Questions

- Write the following on the chalkboard for students to copy.

INNOVATIVE
COMPARISON SHOPPER
IMPULSE BUYER
FOLLOWER

Explain that these are the four basic types of customers. Give or elicit from students through examples the definitions of each:

1. INNOVATIVE CUSTOMER -- wants to be the first, likes the newest products, interested in trends, very up-to-date.
2. COMPARISON SHOPPER -- checks prices in different stores, compares different brands, probably uses "Consumer Reports" to shop for big-ticket items, wants the best buy for the money.
3. IMPULSE BUYER -- makes quick decisions to buy, often doesn't plan what he or she will buy ahead of time, so this person is not likely to buy expensive items; the racks of gum, notions, magazines and so on at check-out counters are directed to this person.
4. THE FOLLOWER -- buys those things recognized as good quality, relies on the advice of family and friends, and buys with care and thought.

Ask: "What kind of customer are YOU?" Let students identify themselves and cite examples to support their points. This can lead to a more detailed discussion of each type of customer. Use any examples that seem to fit (e.g., what kind of coat would each customer be likely to buy?)

Ask: "Why would it be important to recognize the type of customer you are approaching before starting to help him or her?" [Ans: You probably will not sell a trendy item to The Follower, or something very traditional to The Innovative Customer.]

Explain that recognizing types of customers is the first part of the sales technique students are now learning.

- Have students suggest ways they can discover what type of customer they are approaching. This would be a good small-group activity.

Among the answers should be something close to the following:

1. LOOK at the customer: What is he or she wearing? How does the person walk? How does he or she look? It is true you can't tell a book by its cover, but what CAN you tell?
2. LISTEN to the customer: If the person waves off your greeting, what type might he or she be? Listen also to the questions -- are they mostly about price? Quality and guarantees? Newness? Does the customer seem hesitant or sure? What might these things indicate?

You could also use ACTIVITY SHEET #30: KNOW YOUR CUSTOMER. This can be done in groups, together in class, or as homework.

- Tell students: "Now that you have learned the four basic types of customers, and have a few ways of identifying whom you might be dealing with, it is time to see how you approach the customer."
- .newpage

Ask two volunteers to come to the front of the class: one will be the sales associate, the other will be a customer. Have the customer walk in and the sales associate greet him or her.

Now instruct the student playing the sales associate to greet the customer with the same quickness and friendly smile, but with these words instead of May-I-help-you:

"Hello. If I can answer any questions, just let me know. Meanwhile, feel free to look around." (Write it on the chalkboard.)

Ask: "What is the difference between 'May I help you?' and this phrase?" (The customer can not just say "No". It tells the customer you value him or her and are there to help, but not to rush in and sell something he or she doesn't want.)

N.B.: Other phrases can be found on ACTIVITY SHEET #36 in Unit 8.

- Emphasize: "If the customer doesn't want help, do not ignore him or her. Just stay near enough to help in case the person needs you."

ACTIVITY SHEET #31: GOOD AND BAD SELLING TECHNIQUES is a way to illustrate and talk about the information so far. Have students tell you which sales person was the better listener.

- Write the following list of personality traits on the chalkboard, then ask students for examples of each. The examples should relate to retail sales people:

obnoxious
sincere
enthusiastic
distracted
knowledgeable

fawning
bored
genuine interest in helping
good listener
superior or supercilious

Ask the class which of these qualities are most desirable in a sales person. Have students suggest any other personality traits they think a good sales associate should have. Ask how they can foster these traits.

- Divide the class into four groups. Distribute copies of ACTIVITY SHEET #32: PRACTICE YOUR TECHNIQUE and ACTIVITY SHEET #33: CUSTOMER SERVICE ROLE PLAY. Two students at a time will role play, while the other students in the group answer the questions on Activity Sheet #33.

Continue the activity until everyone has had a chance to practice.

SUMMARIZING ACTIVITIES

- Students should be able to answer 8 of the 10 questions on the quiz on ACTIVITY SHEET #34.

- Have students cut photographs out of old magazines to make a bulletin board display of the Four Types of Customers.
- Committees can write their own script for a sales encounter between a sales associate with good selling technique and one who uses poor technique. This should be acted out for the class.
- Students who are already working should try the techniques discussed in the unit. Ask them to report their impressions of how the techniques worked on real customers.

ADDITIONAL RESOURCES

Dolber, Roslyn. OPPORTUNITIES IN RETAILING CAREERS. Lincolnwood, Illinois: VGM Career Horizons, 1988.

Hopkins, Tom. HOW TO MASTER THE ART OF SELLING. Scottsdale, Arizona: Champion Press, 1982.

Peters, Thomas J. and Robert H. Waterman, Jr. IN SEARCH OF EXCELLENCE: LESSONS FROM AMERICA'S BEST-RUN CORPORATIONS. Chpt. 6, "Close to the Customer." New York: Harper & Row, Publishers, 1982.

Also see the following:

"The Working Citizen," PROJECT FUTURE. "Misleading Buying Statements", pp. 233-237. [Examples of misleading sales tactics, the kinds of things students should avoid doing as sales people.]

GETTING YOUR FOOT IN THE DOOR, VOL. II: FURTHERING YOUR CAREER THROUGH COMMUNICATION AND DECISION MAKING. PP. 28-37. [Selections on listening and decoding between-the-lines messages.]

Activity Sheet #30

Name _____

Date _____

KNOW YOUR CUSTOMER

DIRECTIONS. Read the descriptions below, then identify each type of customer. The four types are:

INNOVATIVE
COMPARISON
IMPULSE
FOLLOWER

1. This customer comes into your department looking for a specific brand name. The customer is not interested in any other brand you suggest. Her sister-in-law told her this was the best. _____
2. The customer looks as though he stepped out of a fashion magazine. You recognize his clothing as the latest style. _____
3. This customer carries a small notebook and tells you she is shopping for the best deal on an item. You notice she has written down the names of four other stores and prices of the item she is shopping for in each store. _____
4. This customer says he is just looking, killing time until his lunch hour is over. You notice that he checks prices on everything, and seems about to leave when he notices a half-price table. He stops and goes through the items on the table. _____

5. The customer wants to buy a CD, not a tape or album, of a recording that just came out today. She read a review of it in "Rolling Stone" last month and has been waiting for its release. _____
6. This customer seeks you out before you even have a chance to greet him. He has many questions about a specific product, especially its quality and the warranties or guarantees on it. _____
7. The customer tried on five different outfits and found something wrong with each one. He says, "Well, I wasn't really going to buy new clothes today." On the way out of your department, he stops and buys a bright, inexpensive handkerchief and tie set. _____
8. This customer says, "My neighbor bought a bright red blender. She said she got it here. Do you have any more?" _____

What type of customer are you? _____

Activity Sheet #31

Name _____

Date _____

GOOD AND BAD SELLING TECHNIQUES

DIRECTIONS. Read the two situations that follow. Write down which sales associate used a good technique, and which sales associate's technique was bad.

CHALLENGE: Can you identify the type of customer?

"S.A." is Sales Associate

"CUST" is Customer

-SITUATION A-

(Customer #1; Sales Associate #1)

S.A. #1: Good morning. May I help you?

CUST.#1: Uh, no. I don't think so.

S.A. #1: Okay. (Walks away. A few minutes later, the customer finds the S.A. straightening a shelf.)

CUST.#1: Uh, I was kind of looking for a gift. Nothing too expensive. It's for my mother. No occasion, I just thought I might pick up something since I was passing by.

S.A. #1: There are some scarves on that table. They're on sale. I think I'd get MY mom one. They're pretty nice.

CUST.#1: Well, she doesn't wear scarves.

S.A. #1: (Shrugs) Sorry. Can't think of anything else that's cheap.

CUST.#1: Oh. Okay. Thanks anyway.

S.A. #1: Sure. No problem.

-SITUATION B-

(Customer #2; Sales Associate #2)

S.A. #2: Good morning. If I can answer any questions, please ask.

CUST.#2: Oh, no. I'm just sort of killing time.

S.A. #2: Okay. Feel free to look around. (Sales Associate straightens a shelf. Then notices the customer has paused at a table of half-price scarves. S.A. goes to the customer.)

CUST.#2: These are pretty.

S.A. #2: Yes, aren't they? 100% silk, and half price today.

CUST.#2: I wasn't really shopping. But I thought I might pick up something for my mother.

S.A. #2: How does she dress?

CUST.#2: She's very conservative. She wears dresses to work, but on Sundays she gets dressed up in a suit.

S.A. #2: Does she wear a scarf with her coat?

CUST.#2: Yes. (Handles a pink print scarf.) But wool.

S.A. #2: Could I make a suggestion? If you get one of these long scarves, like the one you're holding, in a color she might like, she can wear it with a suit or coat.

CUST.#2: She loves pink.

S.A. #2: And that's a beautiful pink, isn't it?

CUST.#2: Yes, it is. I think I'll take it.

S.A. #2: Would you like it gift wrapped?

CUST.#2: How much will that cost?

S.A. #2: Nothing. It's a service of the store.

CUST.#2: How nice. Yes, please wrap it.

S.A. #2: (Wraps scarf, writes up sales slip, takes customer's money and makes change quickly and accurately.) I hope she likes it. And thank you. Please come again.

CUST.#2: Oh, I will. Thanks.

Activity Sheet #32

Name _____

Date _____

PRACTICE YOUR TECHNIQUE

DIRECTIONS. Pair up with another student to role play one of the following situations. One of you will be the sales associate, the other the customer; then switch roles. Use the techniques you've learned in this unit.

SITUATION #1.

Department: Jewelry and handbags.

Customer: Pick the "type" you will play.

Situation: You are shopping for something to give your best friend, who is going away to college.

SITUATION #2.

Department: Clothing (any group)

Customer: Pick the "type" you will play.

Situation: You want something new for yourself, but you don't have anything particular in mind.

SITUATION #3.

Department: Electronics

Customer: Pick the "type" you will play.

Situation: You have saved money to buy a stereo. You want information about different brands before you buy.

Activity Sheet #33

Name _____

Date _____

CUSTOMER SERVICE ROLE PLAY EVALUATION

DIRECTIONS. You will be observing role plays in which one student poses as a customer and another is the sales associate. Watch and listen carefully, then write letters for each area as follows:

E- Excellent

G- Good

N- Needs Improvement

Customer Service Checklist	Student #1 <u>(name)</u>	Student #2 <u>(name)</u>	Student #3 <u>(name)</u>
Greeted the customer promptly.			
Smiled.			
Used positive body language (no gum, folded arms, etc).			
Listened carefully to the customer.			
Knew the merchandise.			
Was able to suggest appropriate items.			
Ended politely.			

Activity Sheet #34

Name _____

Date _____

SELLING TECHNIQUES QUIZ

DIRECTIONS. Select the best answer from those given and write its letter in the blank.

- ___ 1. It is important to be able to identify which of the four types of customers you are about to help because
 - (a) you can't tell a book by its cover.
 - (b) everyone falls into some category.
 - (c) it will help you know how to help the customer best.
 - (d) you want to succeed and get a promotion.

- ___ 2. The type of customer who is up on the very latest trend is the
 - (a) Impulse Buyer.
 - (b) Comparison Shopper.
 - (c) Innovative Customer.
 - (d) Follower.

- ___ 3. The type of customer who pays close attention to advice from relatives and friends and buys brand names
 - (a) Impulse Buyer.
 - (b) Comparison Shopper.
 - (c) Innovative Customer.
 - (d) Follower.

- ___ 4. The type of customer who goes from store to store looking for the best value for his or her money is the
 - (a) Impulse Buyer.
 - (b) Comparison Shopper.
 - (c) Innovative Customer.
 - (d) Follower.

- ___ 5. The type of customer who buys inexpensive items without planning to is the
 - (a) Impulse Buyer.
 - (b) Comparison Shopper.
 - (c) Innovative Customer.
 - (d) Follower.

- 6. To be good at selling, you must be able to
 - (a) stop, look and listen.
 - (b) identify the customer and listen to the customer.
 - (c) sell and buy.
 - (d) sales associate and cashier.

- 7. Why is the opening phrase, "If I can answer any questions, please let me know" better than "May I help you?"
 - (a) It is more polite and shows you have good technique.
 - (b) The customer knows you are sincere and not a phony.
 - (c) It is store policy to use that phrase and no other.
 - (d) It may make the customer feel more comfortable, and also does not give him or her the chance to just say "No."

- 8. Which of the following is NOT a good personality trait for a sales associate?
 - (a) enthusiasm
 - (b) acting superior
 - (c) sincerity
 - (d) wanting to help

- 9. If customers do not want your help and have no questions, you
 - (a) ignore them and find someone who DOES need your help.
 - (b) leave them alone, but keep an eye on them without their knowing it in case they are shoplifters.
 - (c) leave them alone, but be attentive in case they do have questions or need help.
 - (d) ask if they are SURE they do not need help: after all, that is what you are here for.

- 10. It is better to listen to what customers say than tell them what you think of an item because
 - (a) you can sell better if you know what the customer likes and does not like.
 - (b) everybody likes a good listener, and customers will buy from people they like.
 - (c) you can sell better if you get customers talking and take their minds off the money they are about to spend.
 - (d) you can climb the ladder of success in retailing.

Name Teacher's Key

Date _____

SELLING TECHNIQUES QUIZ

DIRECTIONS. Select the best answer from those given and write its letter in the blank.

- C 1. It is important to be able to identify which of the four types of customers you are about to help because
(a) you can't tell a book by its cover.
(b) everyone falls into some category.
(c) it will help you know how to help the customer best.
(d) you want to succeed and get a promotion.
- C 2. The type of customer who is up on the very latest trend is the
(a) Impulse Buyer.
(b) Comparison Shopper.
(c) Innovative Customer.
(d) Follower.
- d 3. The type of customer who pays close attention to advice from relatives and friends and buys brand names
(a) Impulse Buyer.
(b) Comparison Shopper.
(c) Innovative Customer.
(d) Follower.
- b 4. The type of customer who goes from store to store looking for the best value for his or her money is the
(a) Impulse Buyer.
(b) Comparison Shopper.
(c) Innovative Customer.
(d) Follower.
- a 5. The type of customer who buys inexpensive items without planning to is the
(a) Impulse Buyer.
(b) Comparison Shopper.
(c) Innovative Customer.
(d) Follower.

- b 6. To be good at selling, you must be able to
(a) stop, look and listen.
(b) identify the customer and listen to the customer.
(c) sell and buy.
(d) sales associate and cashier.
- d 7. Why is the opening phrase, "If I can answer any questions, please let me know" better than "May I help you?"
(a) It is more polite and shows you have good technique.
(b) The customer knows you are sincere and not a phony.
(c) It is store policy to use that phrase and no other.
(d) It may make the customer feel more comfortable, and also does not give him or her the chance to just say "No."
- b 8. Which of the following is NOT a good personality trait for a sales associate?
(a) enthusiasm
(b) acting superior
(c) sincerity
(d) wanting to help
- C 9. If customers do not want your help and have no questions, you
(a) ignore them and find someone who DOES need your help.
(b) leave them alone, but keep an eye on them without their knowing it in case they are shoplifters.
(c) leave them alone, but be attentive in case they do have questions or need help.
(d) ask if they are SURE they do not need help: after all, that is what you are here for.
- A 10. It is better to listen to what customers say than tell them what you think of an item because
(a) you can sell better if you know what the customer likes and does not like.
(b) everybody likes a good listener, and customers will buy from people they like.
(c) you can sell better if you get customers talking and take their minds off the money they are about to spend.
(d) you can climb the ladder of success in retailing.

UNIT 8

SALES EQUIPMENT

The subject of the eighth Alexander's seminar is "sales equipment." But the subject of this lesson is how to learn. Your students, like new employees in any field, will be expected to learn a great deal on their own from booklets, handouts, seminars and job experience. If they are to be successful, we should help them learn how to learn on their own. Essentially, it's the only lesson you should ever have to teach.



TOPIC Sales Equipment

AIM Why should we be able to learn independently?

PERFORMANCE OBJECTIVES

Students will be able to:

1. analyze their own willingness and ability to learn independently and apply it to on-the-job training.
2. cite techniques they can use to learn new information on the job.
3. explain why being willing to learn and using good study techniques will improve their chances of career advancement in any field.
4. practice independent learning techniques by using handout material like the type they might be given on the job.

VOCABULARY

badge	identification tag that Alexander's employees wear
badge in	to push the badge into the time clock to show when you came to and left work
bar code	series of black lines and numbers printed on merchandise with information a computer "reads"
fixtures	racks, counters and other store display items
hangtag	price tags that hang from a garment
mnemonics	anything that helps your memory
on-the-job training	learning how to do the tasks of a job while you are actually on the job and being paid

STRATEGIES AND ACTIVITIES

- Ask students to think about the following:
"Suppose you owned a business and were hiring a young person with no experience. Why would you want to hire someone who is ready and willing to learn?"
- In discussion, list some ideas students generate about what "willing to learn" means and why that is an asset. Define on-the-job training and discuss its benefits.
- Explain that no matter where a person works, and regardless of whether it is a first job or tenth, there is a lot to learn. The seminar for this unit, for example, is "Sales Equipment." But rather than memorizing a list of equipment they might find in one store, students are going to discuss ways of learning independently, a skill that will not only help them learn about sales equipment at Alexander's, but that will carry over into any type of job.
- Tell students that they will first have to analyze their own willingness to learn. Students could write a paragraph about whether they could be characterized as "willing to learn" and why. Or use ACTIVITY SHEET #35: ARE YOU WILLING TO LEARN?

- In discussing Activity Sheet #35, the following notes on each question may be helpful:

1. It is better to ask a question, no matter how "dumb" it might seem, than assume or guess, especially on the job where a mistake can hurt you or the business.
2. People have many reasons for giving longer explanations than you might like: maybe they like to hear themselves talk, or it makes them feel important to hold forth, or maybe they want to be sure you understand thoroughly. Be patient, keep an open mind, and listen.
3. Alexander's really does have a handbook called "Welcome To Alexander's." Although some of the information has been covered in the seminars and these lessons, the sections on employee benefits will be new.
4. You might use the word "mnemonics." Question #4 is about people's names. But mnemonic principles can apply to anything you have to learn, such as the names of pieces of sales equipment.
5. Think like a Boy Scout and be prepared.
6. Ask students why they might be given handout sheets. [Possible answers: detailed or sequential information is easier to follow; instructions are in writing so you do not have to rely on memory alone; handout sheets are portable; etc.]
7. Sometimes we just THINK we already know something. Give the person a chance. Again, you may learn something by keeping an open mind.
8. You are being paid to work. If no one tells you what to do, think like a boss and tell yourself what to do. Show initiative. It is a valuable trait that will help you succeed.

- If you can, bring in samples of an identification badge, a hangtag, and a bar code. Write the following terms on the chalkboard:

badge/ badge in
bar code

hangtag
fixtures

Give the definitions and show the examples.

Say: "Suppose you were given a handout or a booklet with these items listed in it. How would you learn them?"

See that answers include:

1. Write things down.
2. Review what you have already learned.
3. Underline or highlight important information in handbooks or on handout sheets.
4. Quiz yourself or another student [new employee].
5. Learn something during slow times.
6. Ask questions.]

- Tell students to imagine again that they are business owners. They should write a few sentences explaining why being willing to learn will improve an employee's chances of career advancement in any field.

Read samples aloud and discuss the ideas.

- If time permits, you can give practice in independent learning by using either (or both) ACTIVITY SHEET #36: A BROCHURE FOR EMPLOYEES or ACTIVITY SHEET #37: SALES EQUIPMENT. The former is a good follow-up to Unit 7 (Selling Techniques). The latter is designed to fit this seminar topic, though the actual equipment will not necessarily be the same.

Please note that Activity Sheet #37 could also be used as the quiz for this unit. Students should be able to identify 5 of the 7 fixtures after preparing for the quiz using independent study skills discussed in the lesson.

SUMMARIZING ACTIVITIES

- Put students into small groups to write a 30-second commercial called "Willing To Learn." Explain that this commercial is a public service for all young people about to start a job. Its purpose is to explain why being willing to learn will improve their chances of career advancement in ANY field. Have the commercials read/performed in class.

Ask students to use anything learned today in the next seminar they attend, then report back on the effectiveness: did they learn more? Were their attitudes different? Why?

- Have students read the Want Ads in any daily newspaper and bring in at least two samples of ads that indicate the applicant should be willing to learn. Students should underline the phrases and create a bulletin board display of them.

Name _____

Date _____

ARE YOU WILLING TO LEARN?

DIRECTIONS. Select the answer that is CLOSEST to the way you might respond to each situation below. Circle the letter of that answer.

1. When do you ask questions in class?
 - (a) Never. I don't want to sound stupid.
 - (b) Never. It's a waste of time.
 - (c) Often. People who ask questions get noticed by the teacher.
 - (d) Whenever I don't understand something.
2. If you ask someone a question, and that person goes into a long explanation when you just wanted a short answer, you
 - (a) start thinking about something else.
 - (b) excuse yourself and leave so you don't have to be bored silly.
 - (c) nod and smile as though you're really interested, but tune the person out and hear nothing.
 - (d) try to listen anyway.
3. It is your first day on the job. The Personnel Representative hands you a book called "Welcome to Alexander's". You
 - (a) put the book in your locker where it stays forever because you keep forgetting to take it home.
 - (b) thumb quickly through the book as you leave the personnel office, see that there's really nothing in it you want to know, and stick it in the back of your locker.
 - (c) thank the person who gave you the book, say you'll study it, then throw it in the garbage the first chance you get.
 - (d) take the book with you and read it on the bus or train home.
4. When you are introduced to a new person, you
 - (a) always forget the person's name.
 - (b) don't even try to remember the person's name: after all, no one remembers your name.
 - (c) act as though you are pleased to meet the person, promptly forget the name, but act as though you remember it anyway.
 - (d) connect the person's name with something about him or her, such as "tall Tim" or "nervous Nancy". That way, you'll remember it.
5. When someone starts telling you something you already know, you
 - (a) say, "Do I look stupid or something?"
 - (b) say, "Yeh. You told me that." and walk away.
 - (c) smile sweetly and say, "Oh, thank you for telling me" all the while thinking that the person is stupid.
 - (d) listen: maybe it's just something you think you know.

6. You are told you will have a seminar on how to take inventory in preparation of doing that job within a few days. When you go to the seminar, you take
- (a) nothing. No one told you to bring anything.
 - (b) a newspaper. These seminars get boring and a lot of people read the paper during them.
 - (c) a note pad and pen on which you doodle and only appear to be taking notes. An idiot could learn inventory; there's nothing to write down, but you want to look as though you really care what the trainer is saying.
 - (d) a note pad and pen which you use to write down anything you're told about taking inventory that you might forget.
7. During this same inventory seminar, you are given a handout sheet with very specific directions. You
- (a) put it in your pocket or handbag and forget all about it.
 - (b) look over the directions while the trainer is talking, make a remark to the person sitting next to you about how dumb this is, then fold up the directions and put them away somewhere. You'll never need them, anyway.
 - (c) pretend to read the directions, then throw them away first chance you get.
 - (d) listen to what the trainer is saying about the directions, underline or circle anything he or she points out, and save the sheet to take with you to work on inventory day.
8. If it is a very slow time in your department, and no one gives you something to do, you would be most likely to
- (a) lean against a counter talking with coworkers until someone tells you exactly what to do.
 - (b) sneak off to the stock room to read, smoke, eat or catch a nap.
 - (c) tell your coworkers you want to check something in the stock room, then go see your friend in another department.
 - (d) ask what you can do next, and if no one tells you, spend time familiarizing yourself with the merchandise so you can do a better selling job when you do have a customer.

* * * * *

SCORE YOURSELF:

Count up the number of times you answered A. Then B. Then C. And finally, D. What did you have most? ____

MOSTLY A's: You are not quite willing to learn because you wait for someone to tell you what to do. Take the initiative.

MOSTLY B's: Look up the word "cynical." Unfortunately, that is the attitude that makes you unwilling to learn. Change it.

MOSTLY C's: You like to get away with as much as you can. You are the least willing to learn of all.

MOSTLY D's: You are an A-student when it comes to being willing to learn.

Activity Sheet #36

Name _____

Date _____

BROCHURE FOR EMPLOYEES

DIRECTIONS. Read the brochure that is attached to this Activity Sheet.
Mark important passages with a pen. Then answer each question below.

1. If you were the customer, which greeting would you like most? Why?

2. Look at the capitalized instructions in the brochure. Which ones are saying the same thing as "know the merchandise"?

3. Put the ideas in "Overcoming Customer Objections" into your own words.

4. Can you remember the five parts of a sale? Try a "memory trick", then see if you can list them. Try again tomorrow. And the day after that.

1. _____

2. _____

3. _____

4. _____

5. _____

YOU CAN PROVIDE EXPERT CUSTOMER SERVICE IN A "SELF-SELECTION" DEPARTMENT BY FOLLOWING THESE GUIDELINES:

BE ON THE ALERT TO GIVE SERVICE

Regardless of what you are doing at the moment, you must always be on the alert to give service to customers who need it. You can be working in the vicinity, circulating the area, but be "on-hand" when needed. By doing some of the following things a customer will "know" you're there to help is he/she needs you.

GREET CUSTOMERS!

Many times all you need to do is indicate your availability by a friendly greeting..."That's a beautiful blouse you're looking at. "Did you know that it's machine washable?" If the customer requires help, this gives her the perfect opportunity to ask. If the customer doesn't require help, she will continue her shopping and you are free to do stock work or help other customers.

APPROACH THE CUSTOMER WITH A SUGGESTION FOR SERVICE

In approaching the customer who appears to need assistance, ask..."Did you find what you wanted?" Or say something else that seems to fit the situation. The answer will indicate what action is needed. If the article needs selling or explaining, then give that service. If the customer simply wishes to ask a question and has no intention of purchasing the merchandise - whether the question directly relates to your department or not, answer it to the best of your ability. If anyone asks you a question that you can't answer, simply say "I don't know, but I will find out for you," Obtain the information for the customer.

SOME OTHER SUGGESTIONS FOR OPENING GREETINGS ARE:

"Did you find what you wanted?"

"Can I help you with a size or color?"

"Would you like to see something special?"

"Is someone helping you?"

"Good morning. Is there something I can show you?"

"What can I find for you?"

ASSIST THE CUSTOMER TO MAKE A SELECTION BY DETERMINING HER NEEDS

Determine what your customer needs are by asking question: for whom does she intend to purchase it, how is the merchandise to be used, what her preferences are, etc. Ask questions to pinpoint these needs:

"What size were you looking for?"

"What particular style were you looking for?"

"What color did you have in mind?"

"Who is the gift for?"

"Where are you going to wear it?"

STRESS THE BENEFITS OF THE MERCHANDISE:

a. fabric information, washability and weight.

b. color choice and how it matches with other colors: its versatility.

c. suggesting additional merchandise to go with item purchased.

Always stress the selling benefits of the merchandise to your customers.

Is it wash-and-wear? Does the merchandise fabric have special features?

"This has an exclusive feature."

"Feel the quality of this fabric."

"This is guaranteed"

"This is exceptionally well made."

"Here's a good gift idea!"

INCREASING THE SALE BY OVERCOMING CUSTOMER OBJECTIONS

Help the customer buy all that is needed and wanted by suggesting related merchandise. You can suggest substitutes for out-of-stock items. You can suggest associated and related items, such as: a cover for a toaster; a tie for a shirt; a scarf with gloves; brushes for paint; etc. You can trade up by stressing the advantage of higher priced merchandise.

Remember customer objections fall into three categories: too high a price, a lack of merchandise assortment either styles, colors, or sizes, or a lack of merchandise information. The real objection must be identified in order to be dealt with properly .

There are many ways of overcoming objections; some of which are stressing the desired features and values, by substituting other suitable merchandise and by explaining why you chose the acceptable substitutions:

"You'll get more for your money."

"When you use this, you'll really enjoy its easy washability."

"This is one of our most popular styles."

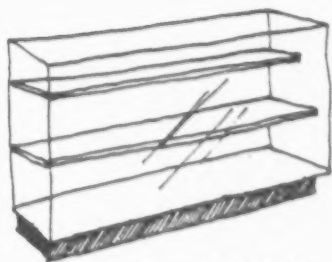
"I'd like to show you something similar to the one you wanted."

LET THE CUSTOMER RESUME SHOPPING

After you have completed serving a customer, you won't want to bring an end to her shopping trip. You will want to leave the customer still interested in the rest of our merchandise in Alexander's. You may suggest, "Look around, there's a special on men's shirts today." The customer is back in circulation, free to buy and you are back in circulation also, free to service others and take care of necessary duties in your department.

Activity Sheet #37

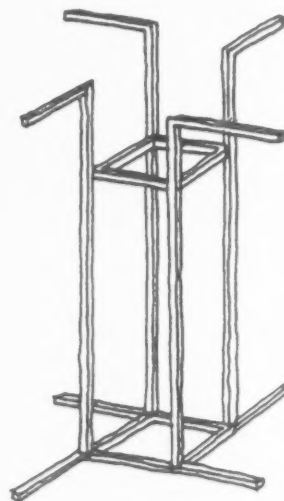
DIRECTIONS. Study the names of the seven store fixtures pictured below. Use any memory tricks you can to memorize the names, then prepare for a quiz.



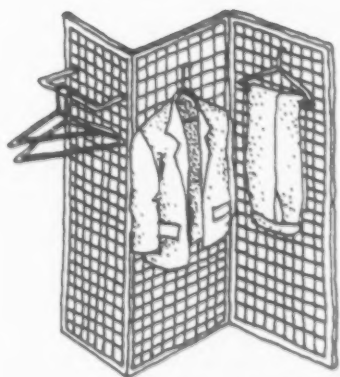
1. SHOWCASE



2. HANGTAGS



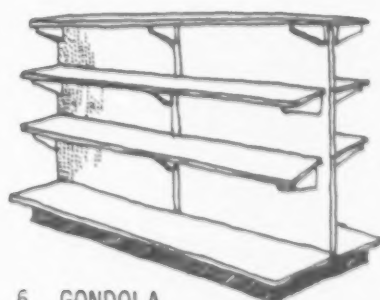
3. FOUR-WAY GARMENT RACK



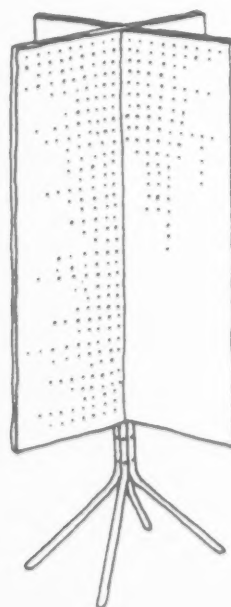
4. GRID WALL
(three-panel)



5. SIGNHOLDER



6. GONDOLA



7. PEGBOARD SPINNER

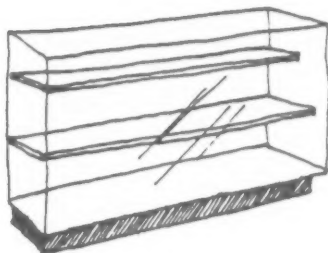
[Special thanks to Fixture Distributing Incorporated, Cold Spring, New York]

Name _____

Date _____

QUIZ ON SALES EQUIPMENT

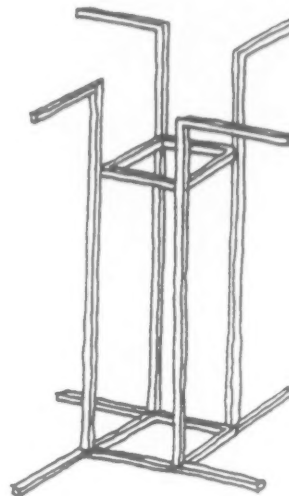
DIRECTIONS. Fill in each blank below with the name of the store fixture.



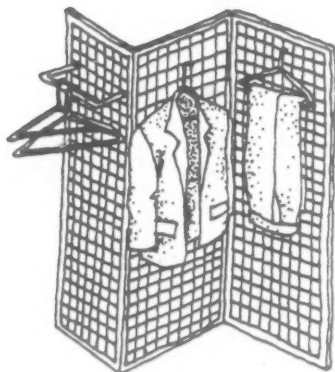
1. _____



2. _____



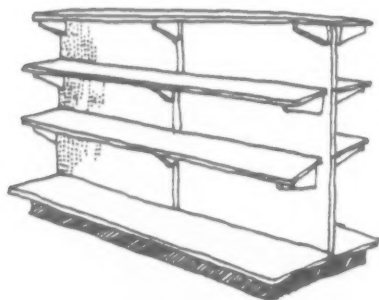
3. _____



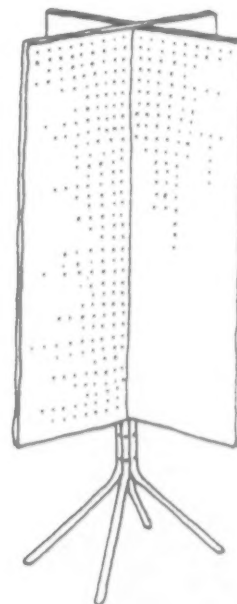
4. _____



5. _____



6. _____



7. _____

UNIT 9

SAFETY

"Better safe than sorry" may not seem applicable to the selling floor of a big department store, but it is. The topic of safety includes everything from personal safety -- how to reach, push and lift -- to surviving an armed robbery. The emphasis here is the importance of safety on the job.



TOPIC Safety

AIM Why is safety a high priority in a retail business?

PERFORMANCE OBJECTIVES

Students will be able to:

1. compare safety measures they have learned in school to safety measures outlined in an employee brochure from Alexander's.
2. explain the necessity for safety-consciousness in retail work.
3. practice safety measures in hypothetical classroom situations with feedback on correctness.

VOCABULARY

evacuation	get people out of a dangerous place, such as a burning building
personal safety	doing things to protect yourself from injury
safety-conscious	thinking about safety as you go about your daily routine

STRATEGIES AND ACTIVITIES

- Have one volunteer come to the front of the room. Say: "I need to have my desk moved. How will you do it?" Do not let the student attempt to move the desk alone. Rather, elicit from the volunteer or the class that it would take several people to move the desk, that they should work together, and they should use several precautions, such as pushing an object too heavy to lift and getting more help if they need it.
- Ask students to write down as many safety rules as they can think of. These can come from school or home, or have to do with safety on the streets. Go down the rows getting answers from each student. Write them on the chalkboard.
- Ask: "Why is it important to be safety conscious?" Tell students that retail businesses, just like schools or institutions (such as the Department of Motor Vehicles, for example), have safety rules. This lesson will examine why such measures are important.
- Explain that one type of safety can be called "personal safety" and that it involves the correct way to push, pull, reach, lift, and move large items.

- Write these basic rules of personal safety on the chalkboard and discuss each briefly.
 1. Always get help with large, heavy or bulky objects.
 2. Use the right size ladder to reach for something high.
 3. Pull objects to be lifted close to your body. NEVER reach out to lift.
 4. Push with the muscles in your legs, not with your back.
 5. Bend your knees and use your legs, not your back, to lift objects.
 6. Make sure you can see before you carry bulky items. Extra trips are safer than carrying too much at once.
- Prepare a demonstration of the rules listed above by setting up the following "stations" for practice:

STATION

SAFETY RULE

Put a box on a high shelf
(or a piece of chalk atop the
chalkboard frame)

Use a ladder

Place six chairs at one end of
of the room to be moved to the
other end of the room

Push with your legs
Get help with big jobs
Lift by bending your legs

Stack books on the floor to
be lifted and placed on a
table or desk

Lift by bending your legs
Divide a task into small
parts

Put several large, but
lightweight cartons
at one end of the room
to be moved out the door

Be able to see over objects
Get help with big jobs
Divide a task into small
parts

Demonstrate the correct way to accomplish the task at each station, then give students a chance to practice themselves. Give feedback on how they are doing.

- Hand out ACTIVITY SHEET #38. This is an Alexander's brochure entitled "Emergency Procedures." Tell students it is another example of material they might be given at work and expected to learn, as discussed in the previous lesson, Unit 8.

Have students read the brochure with a pen, underlining the most important points.

- On the chalkboard, make two columns: label one SCHOOL, the other, WORK. Then ask students to compare fire procedures, bomb threats, and personal threats. You might ask why this brochure discusses armed robbery and fighting under "Customer Courtesy." [This question is open to discussion. Students might even ask the Alexander's representative

at the seminar why fighting and robbery are listed this way in the brochure.]

- At the end of your discussion, the two columns should have answers like these:

SCHOOL

FIRE: Report fire to teacher
Listen for fire gong

File out a fire exit
Remain with your class
Be quiet
Do not use elevators*
Do not re-enter building
until principal/AP says
you may
Do not go home unless
told by principal/AP
to do so

WORK

Report fire by dialing 0
Communications will give
you instructions
Protect merchandise and
escort customers out
Remain calm
Do not use elevators*
Do not re-enter building
until supervisor says
you may
Do not go home unless
told by Senior Store
Executive to do so

[* you can be trapped in an elevator]

BOMB: Remain calm and follow
teacher's directions
Do not touch suspected bomb

Remain calm and follow
security's directions
Do not touch suspected bomb

PEOPLE: [Review school's policy
about fighting, theft, etc.]

Fighting results in firing
Do not antagonize anyone
If threatened with a weapon
in robbery attempt,
surrender goods, protect
yourself, call security

- Ask: "What did you learn by comparing the company's brochure to rules you already know from school?" [Similarity of many safety measures; importance of quick evacuation in emergencies; rules tell us what to do under specific emergency conditions so we can protect ourselves and others.]
- You might discuss just how far an employee should go in protecting a store's merchandise (direct students to see those points under "Fire" in the brochure). What would be reasonable? What would not?
- Divide the class into small groups. Distribute the safety signs included here as ACTIVITY SHEET #39 (a-g). Have each group write down the reason behind each safety rule presented in the signs. Or write the rules listed on the next page, which come from the handbook, "Welcome To Alexander's" (p. 25), on the chalkboard.

SAFETY RULES FROM ALEXANDER'S HANDBOOK

1. Entrance and aisles should be kept clear of rubbish.
 2. Hangers, pencils and similar objects should be kept off floor.
 3. Plastic bags should be kept off floor.
 4. Merchandise should not be piled in high stacks.
 5. Drawers should be kept closed.
 6. Mention all safety hazards to your supervisor.
- Have each group of students write down the reason for each of these rules. Groups will then report their answers back to the class.
 - Point out that two things cause most accidents. (1) Being in a hurry, and (2) not following simple safety precautions.]
 - Ask: "Why do you want to prevent accidents on the job?" [Ans: If injured, you will probably be out of work for some length of time. Or you could hurt another person with all the problems that go along with causing an accident, including law suits, possible firing, and so on.]
 - Ask: "Why is it important to practice safety measures even in a low-risk job such as retail sales?" [Ans: Accidents happen anywhere, any time. Do all you can to prevent them.]

SUMMARIZING ACTIVITIES

- Give the safety quiz on ACTIVITY SHEET #40. Because of the importance of this subject, students should be able to answer all questions correctly.
- Have students create their own safety signs like those attached as ACTIVITY SHEET #39. The subject can be school safety, personal safety, safety in the home or any other area.
- Interested students could organize a THINK SAFETY campaign for the school. Have them come up with ways to make the school safer, prepare their ideas either as a brochure or a set of scenes to be acted out or bulletin board displays, then present them to the appropriate dean or assistant principal.
- Students could invite a representative of the police department to come discuss armed robbery in retail businesses, including the safest course of action for employees.

FIRE

If you discover a fire call **COMMUNICATIONS** immediately. Dial "0" for Operator. Tell them the **LOCATION** and **EXTENT** of the fire.

Communications will notify Store Management, Chief Engineer, Security Manager.

Communications will tell you to go to the **SERVICE DESK** on that floor and a decision will be made as to whether the fire can be extinguished. When it has been put out a complete search will be made.

Every effort must be made to protect as much merchandise as possible.

EVACUATION

A decision to evacuate a building will be made by the executive in charge.

All employees should remain **CALM** and escort all customers to the nearest exit.

UPAID MERCHANDISE is to be retrieved from customers and left on the nearest table.

CASHIERS will cease operating, lock their registers, place choppers under the register, unplug the register, and **EXIT** by the nearest **FIRE EXIT**. **DO NOT USE ELEVATORS**.

NO ONE WILL RE-ENTER THE BUILDING UNTIL IT HAS BEEN DECLARED SAFE BY THE FIRE DEPT.

Employees may not go home unless instructed to do so by Senior Store Executive.

BOMB THREATS

Most bomb treats are false alarms. They are made to cause annoyance and inconvenience. A **REAL THREAT IS RARE**.

If the call gets through to you without the switchboard, the caller is probably a disgruntled former employee.

Remain **CALM**, try to keep the caller on the line as long as possible and get the following information; the time; your impression of the caller (male or female, approximate age, accent, background noise); **LOCATION** of the bomb; **EXPLOSION TIME**; reason for the bomb.

When the call is over call the following immediately:

Store Director, Store Manager, Security Manager.

Selected employees will immediately begin a search of the indicated area.

If a bomb is found, the area will be closed off immediately. An evacuation of the area will be made.

UNDER NO CIRCUMSTANCES SHOULD ANY EMPLOYEE TOUCH OR ATTEMPT TO MOVE THE BOMB!!!!

CUSTOMER COURTESY

It is our objective to make our customers welcome through our courtesy and concern.

Unfortunately, we sometimes must deal with discourteous individuals.

If customers become abusive, ignore the abuse, do not argue with them and remain **CALM**. Do not antagonize them. **CALL SECURITY**.

REMEMBER-Company policy states that threats, intimidation, and use of abusive language will result in disciplinary action.

Provoking or instigating a fight, or fighting during working hours in or on company premises will result in immediate discharge.

If you feel that you are being insulted or abused **DO NOT RETALIATE, CALL SECURITY**.

Our employees have legal and corporate protection.

If a customer threatens you with **ANY WEAPON** in order to obtain merchandise or money, **SURRENDER THE GOODS, PROTECT YOURSELF** then **CALL SECURITY**.

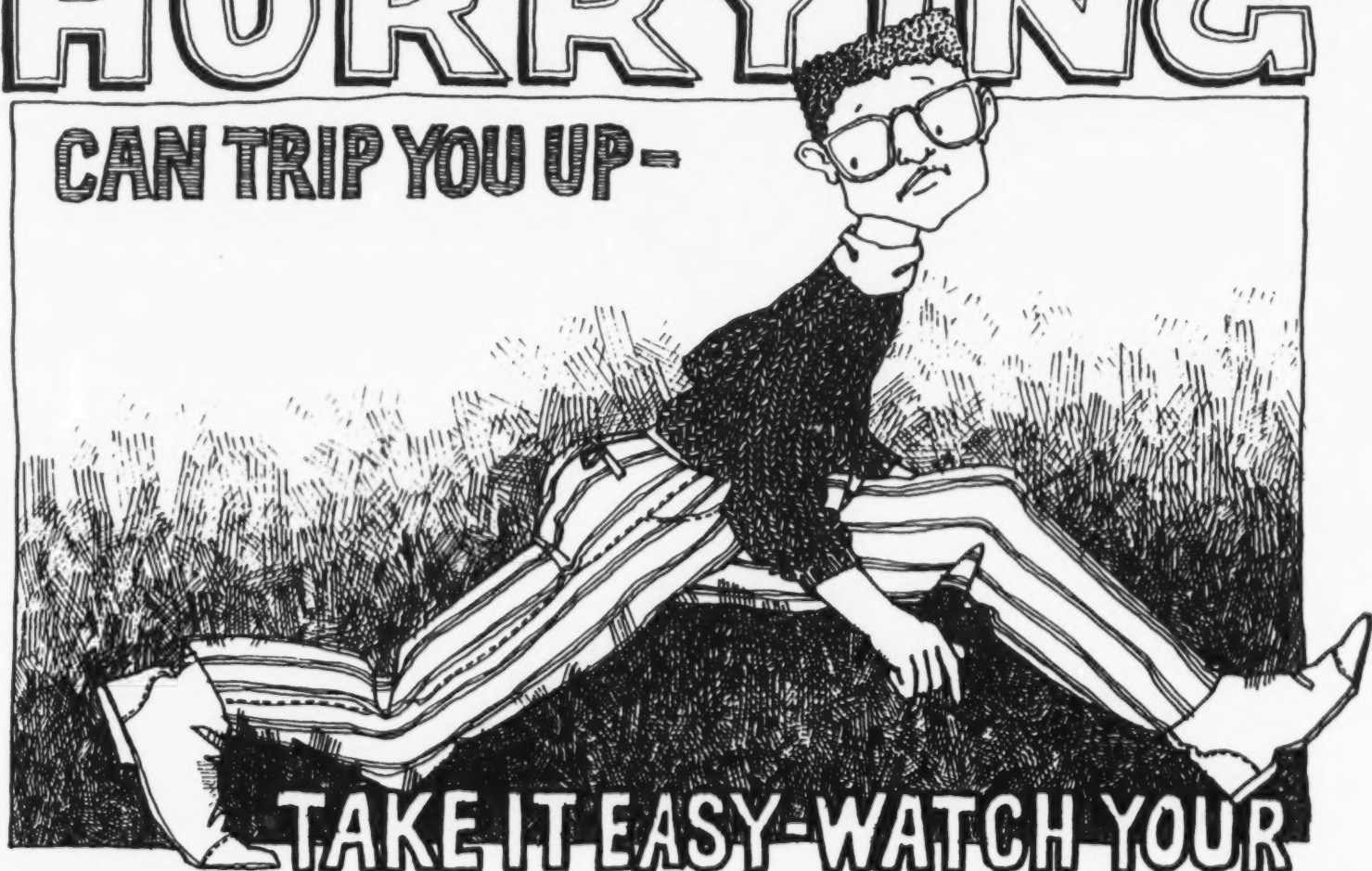
THE NUMBER TO DIAL FOR
SECURITY IS: _____

GET HELP WHEN THE LOAD IS TOO HEAVY!



HURRYING

CAN TRIP YOU UP-



TAKE IT EASY-WATCH YOUR

STEP!

GIVE THE NEW GUY SAFETY TIPS



AVOID ACCIDENTS



PLAN AHEAD

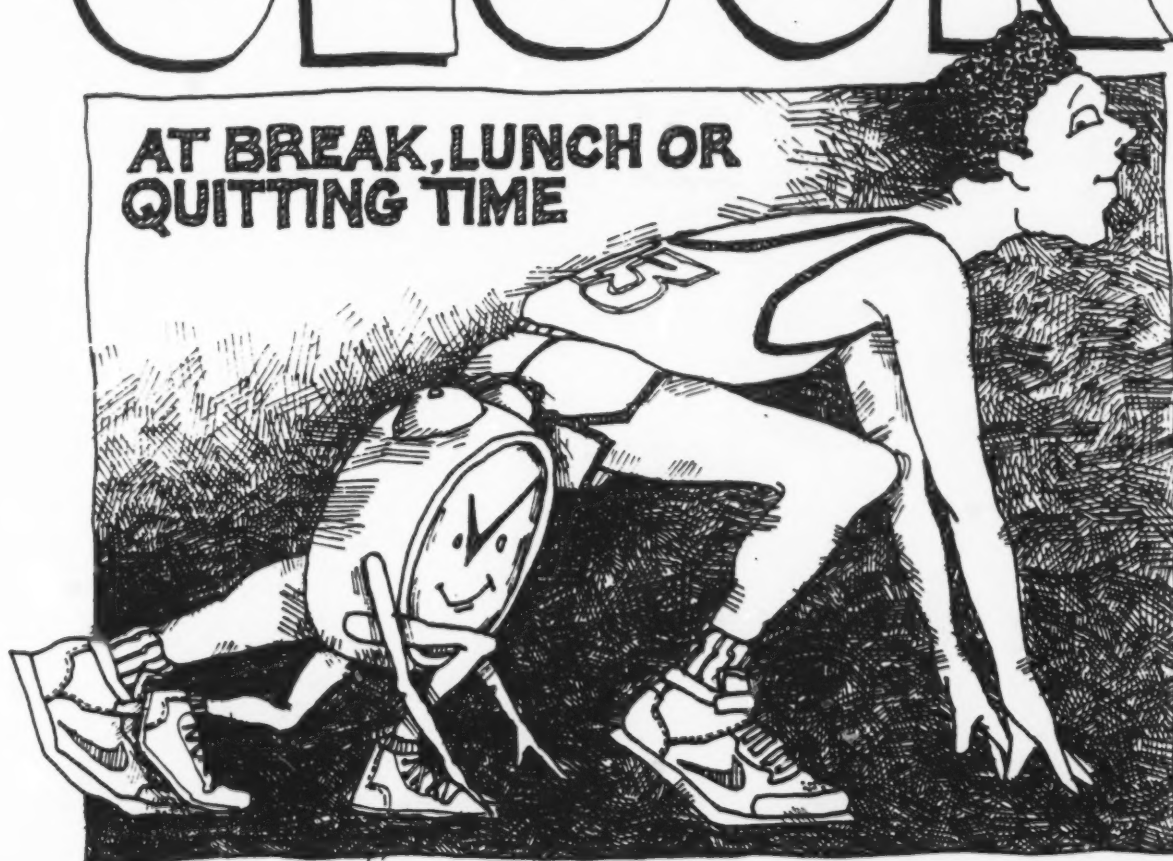
WHERE IS THE NEAREST
FIRE
EXTINGUISHER?



DO YOU KNOW HOW TO
USE IT?

DON'T RACE THE CLOCK

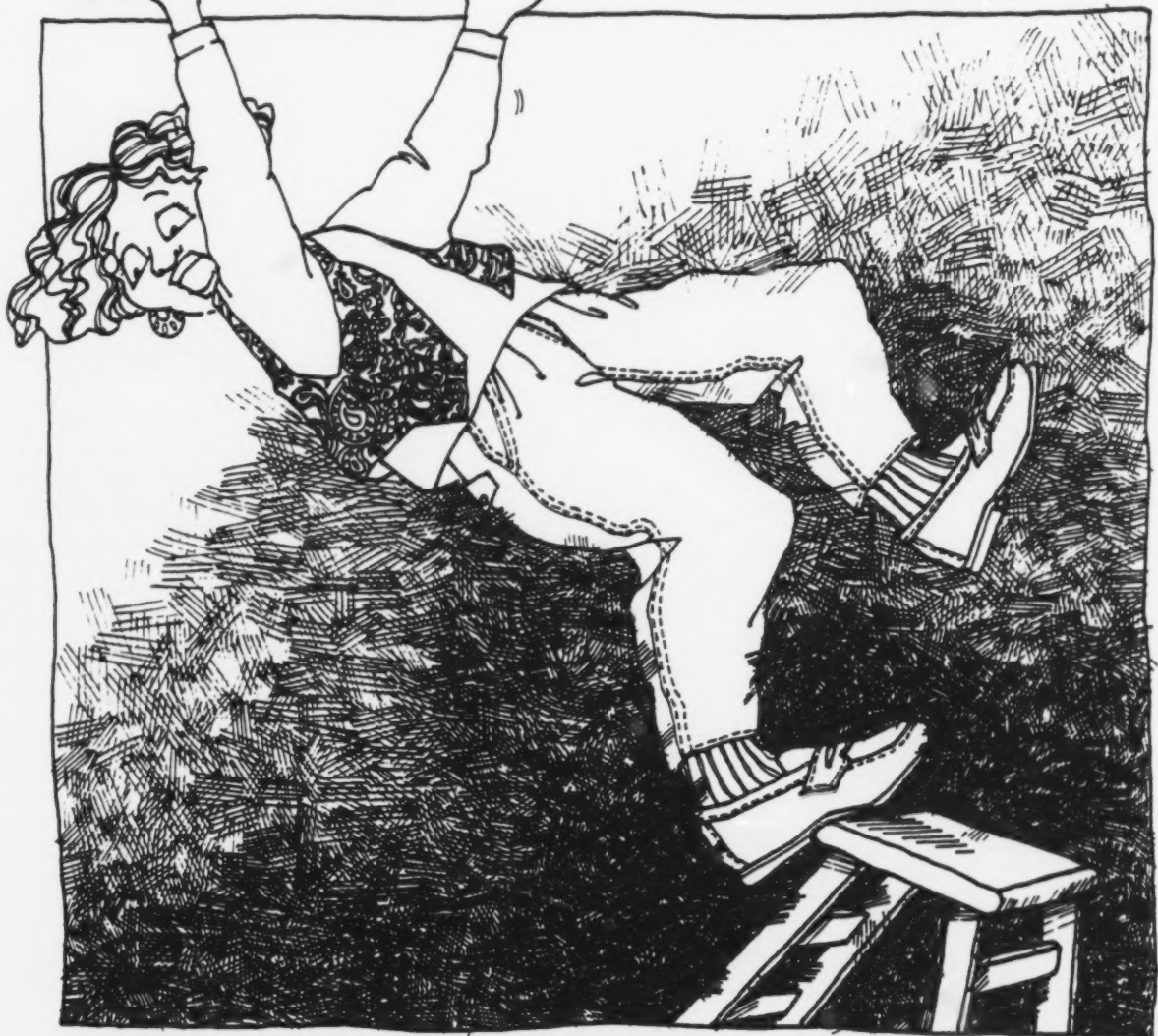
AT BREAK, LUNCH OR
QUITTING TIME



SLOW DOWN

AVOID AN ACCIDENT

DON'T STAND ON THE
TOP STEP



GET THE RIGHT LADDER!

Activity Sheet #40

Name _____

Date _____

SAFETY QUIZ

DIRECTIONS. Write a short answer to each of the following:

1. Why should a retail employee be safety conscious?

2. Give the two most common reasons accidents happen.

(a) _____

(b) _____

3. What is the safest way to reach for an item that is above your head?

4. How do you lift a heavy object from the floor to put it on a table?

5. How do you move an object that is too heavy for you to move alone?

6. What should you do if you see a fire in the store where you work?

7. Why should you never take an elevator in a fire?

8. When should you return to a building after fire evacuation?

9. You suspect a bag has a bomb in it. What do you do?

10. If a customer threatens you, what are you expected to do?

11. In any emergency, what is the most important way for you to behave?

Name Teacher's Key

Date _____

SAFETY QUIZ

DIRECTIONS. Write a short answer to each of the following:

1. Why should a retail employee be safety conscious?

To protect himself or herself and others
from injury.

2. Give the two most common reasons accidents happen.

(a) Rushing / Being in a hurry
(b) Ignoring basic safety rules

3. What is the safest way to reach for an item that is above your head?

Use a ladder

4. How do you lift a heavy object from the floor to put it on a table?

Bend your knees and use the muscles in
your legs to lift.

5. How do you move an object that is too heavy for you to move alone?

Get someone to help you.

6. What should you do if you see a fire in the store where you work?

Report it to your supervisor or call
security.

7. Why should you never take an elevator in a fire?

You could become trapped.

8. When should you return to a building after fire evacuation?

When your supervisor or fire department
official tells you it is safe to return.

9. You suspect a bag has a bomb in it. What do you do?

Do not touch it, and call security.

10. If a customer threatens you, what are you expected to do?

Protect yourself. Give them what they want,
if it is robbery. Then call security.

11. In any emergency, what is the most important way for you to behave?

Remain calm.

UNIT 10

RETAIL MERCHANDISING

When we walk into a store, we know we are expected to spend our money there. It is how the business profits and thrives. And how they get us to spend money is called merchandising. A buyer guesses what we will buy and orders it. A display coordinator decides how to make the merchandise appealing enough for us to purchase it. And the sales associates, your students, help sell what the buyer bought and the coordinator displayed. As a vital link in this chain, your students should understand the basics of retail merchandising.



TOPIC Retail Merchandising

AIM Why should we understand retail merchandising?

PERFORMANCE OBJECTIVES

Students will be able to:

1. trace the "merchandising" route between buying office and selling floor.
2. explain why even entry-level employees should understand the basics of retail merchandising.
3. report on any retail display that they think demonstrates good merchandising, based on what they learn in this introduction.

VOCABULARY

barter	trade goods without exchanging money
display(noun)	anything that is exhibited or made visible
markup	amount added to the cost of an item when figuring the selling price
merchandise(noun)	anything that someone wants to sell
merchandise(verb)	to buy and sell
merchandising	the buying and selling of goods

STRATEGIES AND ACTIVITIES

- If you have a class set of dictionaries, distribute them and have students look up every merchant/merchandise word they can find and write its definition.
- If you do not have dictionaries for everyone, start with the word "merchant" and ask what it is. Then "merchandise." Review the difference between a noun and a verb, and discuss the two forms of the word "merchandise." Note pronunciation and spelling, too.

Or write this sentence on the chalk board for discussing the words.
THE MERCHANT MERCHANDISED THE MERCHANDISE.

- Distribute ACTIVITY SHEET #41: WHO DOES THE MERCHANDISING? Read it along with the class, then discuss the idea of retail merchandising.
- The following questions may help guide discussion:
 1. In the first paragraph, merchandising is described as a civilized alternative to fighting. What is meant by "a civilized alternative?"
 2. Whom do you think makes the bigger decision in merchandising -- the buyer or the display coordinator? Explain.
 3. If you owned a store, how would you decide what to buy?
 4. According to the reading passage, what are some of the ways you can display goods to get a customer to buy them? Do you think display really makes a difference? Explain.
 5. Merchandising is buying and selling goods. Which area do you think you'd do best in? (Note: selling includes display)

- If students become interested in career fields mentioned in the reading passage, have them do independent research on what the job entails, how much it pays, and the preparation required. Direct them to OCCUPATIONAL OUTLOOK QUARTERLY, available in most libraries. Those who do the research could present their findings in a written or oral report, or in a bulletin board display.
- Based on Activity Sheet #41, have students trace the route of merchandising from the buying office to the selling floor. This can be drawn like a map, or a flow chart, or any other visual depiction.

[Note: the "route" should start with the buyer, go through a distributor or someone who delivers the goods, to the stock room where goods are delivered to the store, to the selling floor or display department for deciding how goods are displayed, then to sales associates. Any route that includes these stops or similar ones is correct.]

- Ask: "Why should you know the basics of retail merchandising? You may never be a buyer, and you may not care how the display department functions." (Ans: Sales and stock people are part of the team. The more you know about how the whole team works, the better you will be at your job. Good job performance means bonuses, raises, promotions and a sense of pride and accomplishment.)
- Distribute ACTIVITY SHEET #42: HAVE YOU SEEN GOOD MERCHANDISING? as an outside assignment. Or just ask the class for examples of effective merchandising they have seen in any store. Answers should focus on selection of goods, how they are displayed, and the time of year they are merchandised.
- Ask: "Why can't a store just pile up stuff it has for sale, put a sign on it, and sell it for a profit?" (Some students may say, "It can" and cite job-lot type establishments. Point out that this is good merchandising, too: Whom does this type store appeal to? Someone out for a bargain who enjoys going through bins of merchandise to find it. It may not be aesthetically pleasing to most of us, but it is clever merchandising, nonetheless.)

SUMMARIZING ACTIVITIES

- Give the quiz on ACTIVITY SHEET #43. Students should be able to answer 5 of the 7 questions correctly.
- Let the class create their own store or department on paper. Divide the class into four groups:
 1. Buyers (plan and execute buys)
 2. Distributors (get goods to store)
 3. Display Team (arranges items for sale)
 4. Sales Associates (learn features and sell items).
 Give time for each group to do its job, then analyze the work. Ask Buyers to give rationale for their purchases, Distributors what

problems they had, Display Team for reasons behind their display, and Sales Associates to give a demonstration of one item.

- If your school has a student store, have a team visit the store, make notes on how it looks and the service there, then prepare a suggested improvement plan focusing on the basics of merchandising learned in this unit. Present the plan to the Student Government or whoever runs the store.

WHO DOES THE MERCHANDISING?

Picture this. Two cave men meet on a rocky path. One has some furs tossed over his shoulder. The other stops him, and by grunts and gestures, indicates that he wants the furs.

Suppose the man with the furs does not want to part with them. The other man, if bigger, could kill him and take what he wants. Or the two could barter. Maybe the man who wants the furs has fresh meat to trade, and the guy with the furs wants meat. They grunt and gesture. They strike a bargain, make the trade, and go their separate ways. This civilized alternative to fighting could have been the beginning of merchandising.

Merchandising is the buying and selling of goods. People have been doing it for centuries. For instance, thousands of years after our cave men met, but 3,000 years before Christ, the Phoenicians sailed around the Mediterranean Sea just to buy goods to take back home and sell. They were early importers. Then the Romans set up markets so merchants from miles away could bring their goods to a central place and sell them. By 1100 a.d., these markets had become fairs. People traveled for days to go to the fair. Once there, they stayed a week or more, sleeping in tents or crowded inns. Then they would go home, having bought shoes and fabric and salt and candy to last a year.

In Central America, the Mayans combined the trading skills of the Phoenicians with the markets of the Middle Ages. They created a system of inventory and accounting to keep track of what was bought and sold.

Years later, explorers to the New World traded European goods to American Indians for food and land. As the settlers moved West, peddlers followed them. These door-to-door salesmen carried everything a homesteader might want or need on a cluttered horse-drawn wagon. In time, the peddler stopped traveling and set up small general stores, and towns grew up around them.

Then came the 20th century. With industrialization, clothes could be made in factories. General stores turned into specialty stores, lining entire streets. People would shop in one store for hats, in another for pants, another for children's clothes, and another for shoes. Then Abraham and Straus came up with the idea of putting specialty stores together under one roof. In 1928, George Farkas opened a store like this in the Bronx and named it Alexander's, after his father. People seemed to like the idea of being able to buy almost everything they wanted in one place.

In a store the size of Alexander's, how could one person, the owner, possibly do all the buying and selling? He, or she, could not. So new jobs were created. One of them was buying. In an organization the size of Alexander's, however, one buyer was not enough. By the 1950's, there was a Buying Office, staffed with dozens of buyers and their assistants. They traveled constantly, tried to keep up with trends, visited stores and talked to sales people, bought goods at the best possible prices, determined the markup, saw that the merchandise got to the stores, and had it displayed in a way that would appeal to the customer.

It is not enough for someone to buy goods at a low price and plan to sell them for a higher price unless that person can make the customer want to buy. That is why display is also a part of retail merchandising.

Look around a modern department store. You will see beautiful displays designed to make people want to buy. Notice also how goods are arranged. The newest items are at the front of each department. Merchandise that did not sell is at the back. Here are some of the other ways goods are displayed to make customers want to buy them.

(1) By color. If it is a "red" season such as Valentine's Day, you may see different red items displayed together.

(2) By style. In a shoe department, all sneakers may be shown together.

(3) By size. A good example is clothing departments. Junior Departments sell young women's sizes 3,5,7,9,11. Girls' Departments carry clothes for children in sizes 2-14.

(4) By manufacturer. Some stores have their own Izod section, or their own Walt Disney area.

(5) By season. We know displays change with summer, fall, winter and spring, but they also change with Christmas, Easter, vacation time, and even back-to-school time.

How do you, the sales associate, fit into this plan? You do not buy goods or decide markup or even design displays. You are the seller. You represent the owner. By learning all you can about the merchandise, you can tell customers more about it than they can see. By developing good sales techniques, you can get people to buy from the store where you work rather than the store down the street. So you see, you are a crucial part of of the merchandising team. In fact, you are probably the only real merchant most customers will meet.

Activity Sheet #42

Name _____

Date _____

HAVE YOU SEEN GOOD MERCHANDISING?

DIRECTIONS. Select any store, or a single department in a big store, and do a survey of it using the checklist below.

BE SURE YOU ASK THE DEPARTMENT MANAGER FOR PERMISSION TO DO THE SURVEY.

1. What is displayed as you enter the store/department?

2. What is at the back?

3. What is the main way the merchandise is displayed? (By color, style, size, manufacturer, season, or a combination? Specify.)

4. How are prices displayed?

Write down what you think of the way the merchandise is displayed. What is good about the display? What could be improved? Be specific.

Name _____

Date _____

RETAIL MERCHANDISING QUIZ

DIRECTIONS. Select the best answer and write its letter in the blank.

- ___ 1. "Barter" means
 - (a) to set up a display.
 - (b) to trade with other countries.
 - (c) to trade without using money.
 - (d) to buy for a low price and sell for a higher price.
- ___ 2. "Merchandising" is
 - (a) the same thing as "importing."
 - (b) getting customers to buy something they do not want.
 - (c) the way a business treats its employees.
 - (d) the buying and selling of goods.
- ___ 3. The amount of money added to the actual cost of an item is the
 - (a) markup.
 - (b) merchandise.
 - (c) sales price.
 - (d) loss.
- ___ 4. Who determines how goods are displayed inside a department store?
 - (a) the owner
 - (b) the sales associate
 - (c) the stock person
 - (d) the display coordinator
- ___ 5. What merchandise would you expect to see at the front of a department?
 - (a) last year's unsold goods
 - (b) the newest merchandise
 - (c) half-price racks
 - (d) bargain tables
- ___ 6. How could shirts be displayed?
 - (a) by season
 - (b) by style
 - (c) by size
 - (d) by any of the above
- ___ 7. Why is the sales associate an important member of the merchandising team?
 - (a) Goods must be sold for a higher price than was paid for them.
 - (b) Buyers and display coordinators do not work with customers.
 - (c) The sales associate does the actual selling.
 - (d) Goods must be appealing to customers.

Name Teacher's Key

Date _____

RETAIL MERCHANDISING QUIZ

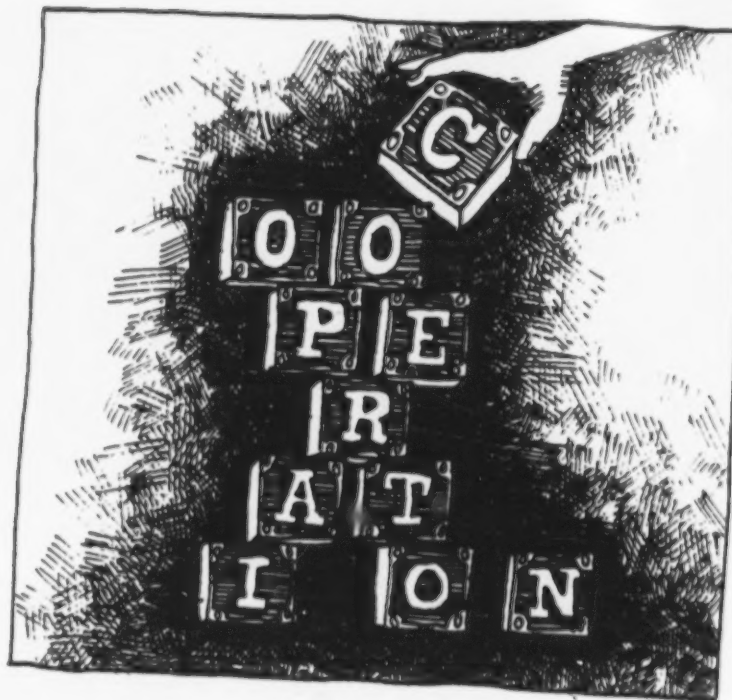
DIRECTIONS. Select the best answer and write its letter in the blank.

- C 1. "Barter" means
(a) to set up a display.
(b) to trade with other countries.
(c) to trade without using money.
(d) to buy for a low price and sell for a higher price.
- d 2. "Merchandising" is
(a) the same thing as "importing."
(b) getting customers to buy something they do not want.
(c) the way a business treats its employees.
(d) the buying and selling of goods.
- a 3. The amount of money added to the actual cost of an item is the
(a) markup.
(b) merchandise.
(c) sales price.
(d) loss.
- d 4. Who determines how goods are displayed inside a department store?
(a) the owner
(b) the sales associate
(c) the stock person
(d) the display coordinator
- b 5. What merchandise would you expect to see at the front of a department?
(a) last year's unsold goods
(b) the newest merchandise
(c) half-price racks
(d) bargain tables
- d 6. How could shirts be displayed?
(a) by season
(b) by style
(c) by size
(d) by any of the above
- C 7. Why is the sales associate an important member of the merchandising team?
(a) Goods must be sold for a higher price than was paid for them.
(b) Buyers and display coordinators do not work with customers.
(c) The sales associate does the actual selling.
(d) Goods must be appealing to customers.

UNIT 11

HUMAN RELATIONS

A survey by Natasha Josephowitz, a business management expert, shows that most people who leave a job within a year (quit or are fired) do so because they do not get along well with others. Since keeping a job is at least as important as getting one, this unit identifies a few more strategies for getting along so STARS students can succeed.



TOPIC Human Relations

AIM How can we best get along with people in a retail business?

PERFORMANCE OBJECTIVES

Students will be able to:

1. identify the people they need to get along with on the job.
2. explain how "putting yourself in the other person's shoes" helps in the area of human relations.
3. suggest solutions to problems of human relations that might be found in retail work.

VOCABULARY

adherence to company policy	obeying, or "sticking to", a company's rules
coercing	pressuring or threatening someone to do something
flexibility	ability to change or willingly do what others ask
human relations	how people get along with one another
initiative	ability to do things on your own
profane language	cursing

STRATEGIES AND ACTIVITIES

- Begin with "the bubble" exercise (semantic mapping). Write HUMAN RELATIONS on the chalkboard, and ask students to name all the types/titles of people they must get along with at work.



- By this time, students should be working in a store. Elicit from the class some of the problems they have had with people on the job. Permit enough time for these stories. They are the foundation of the lesson. Then assign students the task of writing one of these problems anecdotally. Collect to use for the last activity.
- Have students look back at their notes/activities on Unit 3 (Communication Skills) and Unit 6 (Customer Service). Ask them to write down anything from those lessons that would have to do with

human relations. From this list, write the following (or something close to it) on the board.

IN CONFLICTS WITH OTHERS,

- (1) remain calm.
- (2) answer politely even if the other person is rude.
- (3) walk away from a fight.
- (4) call security if the person becomes threatening or abusive.
- (5) call your supervisor when the problem is too much for you.

- Write on the chalkboard: PUT YOURSELF IN THE OTHER PERSON'S SHOES.

Ask: "What does this phrase mean? Has there ever been a time you wished people would put themselves in YOUR shoes? Why?"

Discuss the students' answers. Emphasize why it is important to try to see the other person's point of view. Explain that being able to put yourself in another person's place makes it easier to get along with people, even if they seem very difficult and hard to please.

- Discuss human relations in terms of keeping your job. Use ACTIVITY SHEET #44: GETTING ALONG BEATS GETTING FIRED.
- Tell students: "One study shows that most people who leave a job after just a short while -- less than one year -- do so because they can not get along with others.* What kinds of problems do you think these people might have?"
- Write the following list on the chalkboard:

quality of work
productivity of work
job knowledge
cooperation and flexibility
job attitude
communication skills
initiative
adherence to company policies

Say: "This list comes from the handbook Alexander's gives to all new employees. Twice a year, all employees are evaluated, or graded, on this list of qualities. Which ones have to do with human relations, or how you get along with others?" (Ans: cooperation, flexibility, job attitude, communication skills, even adherence to company policies)

- Elicit from the class that even if they are not willing to put themselves in other people's shoes as a way of practicing good human relations and succeeding at work, then they should try to get along so they can keep their jobs, get good evaluations, and succeed.
- For practice, use students' real experiences of problems on the job with co-workers and/or customers. Use the anecdotal reports students wrote as the first activity. Either duplicate them for the class, or read them aloud. Role-play might be an even more effective way to

present the problems. Ask students to suggest ways for solving the human relations problem positively.

- If you can not get experiences from the students, use ACTIVITY SHEET #45: PROBLEMS IN HUMAN RELATIONS to do the same thing. The situations can be read silently, read aloud, or acted out by volunteers. The point, though, is to get solid suggestions from the students for practicing good human relations.

SUMMARIZING ACTIVITIES

- Have students write their own version of "Put Yourself In My Shoes". This can be a poem, short story, poster, song or skit. See that these efforts are displayed.
- Give the quiz on ACTIVITY SHEET #47. Students should be able to give acceptable answers (your determination) to four of the five questions.

Activity Sheet #44

Name _____

Date _____

GETTING ALONG BEATS GETTING FIRED

DIRECTIONS. The following comes from the Alexander's handbook, "Welcome To Alexander's" (pp. 17- 18). There are 18 company rules listed in the handbook. The three quoted below deal directly with human relations.

Read each rule. In the blanks that follow, write down how you could avoid breaking each rule.

"New associates need to know what is expected of them. Each of Alexander's rules exists for a reason. Listed below are some of the offenses which will result in disciplinary action including the possibility of termination of your employment.

10. Failing to carry out job related instructions of a supervisor.
11. Using profane, loud, abusive, or "street" language when communicating with other Alexander's associates or customers.
12. Fighting or provoking a fight. Carrying a dangerous weapon or threatening, harassing, or coercing with or without a weapon."

Rule 10. _____

Rule 11. _____

Rule 12. _____

Activity Sheet #45

Name _____

Date _____

PROBLEMS IN HUMAN RELATIONS

DIRECTIONS. Read each problem below. Write a possible solution to it.

1. A customer uses abusive language with a sales associate.

The sales associate should _____

2. A coworker makes remarks that are insulting to another employee.

The insulted employee should _____

3. A supervisor yells at a stock worker for leaving cartons in the aisle.

The stock worker should _____

4. A security guard always checks one sales associate's belongings, but lets everyone else leave the store unchecked.

The sales associate should _____

5. You see a customer trying to switch price tags on an item.

You should _____

Activity Sheet #46

Name _____

Date _____

HUMAN RELATIONS QUIZ

DIRECTIONS. Write a brief but complete answer to each of the following.

1. Why should you remain calm even if someone else, such as a customer or a coworker, is yelling at you? _____

2. When should you call a security guard rather than try to handle a problem with another person yourself? _____

3. How can "putting yourself in the other person's shoes" help you at work? _____

4. Why should you never use profane language (curse) at work?

5. In your own words, what is "human relations"? _____

Name Teacher's Key

Date _____

HUMAN RELATIONS QUIZ

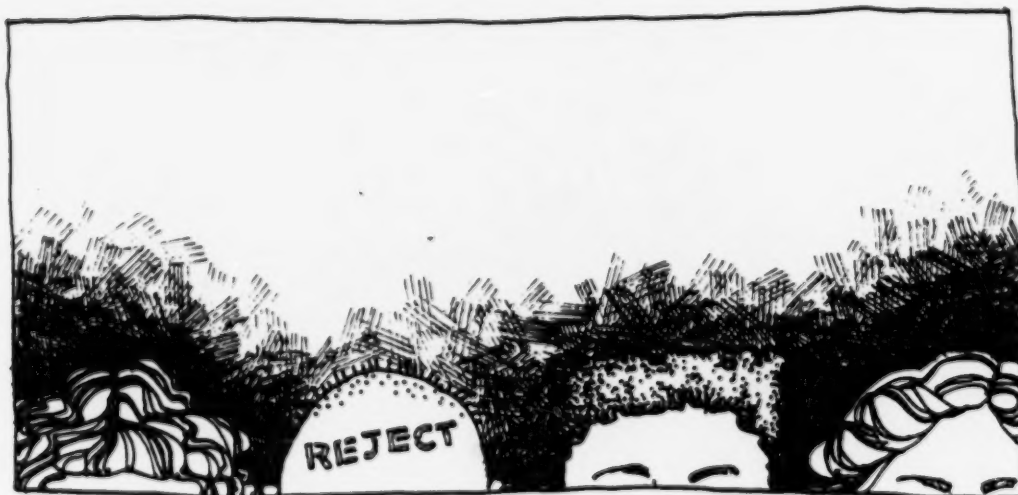
DIRECTIONS. Write a brief but complete answer to each of the following.

1. Why should you remain calm even if someone else, such as a customer or a coworker, is yelling at you? Remain calm so you
don't make matters worse.
2. When should you call a security guard rather than try to handle a problem with another person yourself? The problem could
get out of hand and someone could get hurt.
3. How can "putting yourself in the other person's shoes" help you at work? It can keep you from getting upset if
you can imagine how another person feels.
4. Why should you never use profane language (curse) at work?
It can cause fights and it is extremely rude.
5. In your own words, what is "human relations"? (Teacher: Please
use your
discretion here.)

UNIT 12

QUALITY CONTROL

In their book, "In Search of Excellence", Thomas J. Peters and Robert H. Waterman wrote that controlling the quality of a product or service is what sets excellent American businesses apart from the mediocre. An example they give is McDonald's, where french fries that are not uniformly done are thrown away. While we all have our own opinions about throwing away food to control the quality of a product, our students should be made aware that good businesses will exercise some form of quality control. This is to ensure that their customers get the same level of product or service consistently.



TOPIC Quality Control

AIM How would quality control be practiced in a retail business?

PERFORMANCE OBJECTIVES

Students will be able to:

1. cite examples of quality control from daily living.
2. show how quality control would apply to a checklist of possible retail situations.
3. give one example of quality control in retailing.

STRATEGIES AND ACTIVITIES

- Ask the following series of questions:
 1. What would you think of a fast food business that threw away french fries that got a little overdone?
 2. What would you think if this business threw away hamburger buns if employees accidentally pushed their thumbs into them and made a hold?
 3. How would you like to work for a fast food business where the owner stopped in unannounced day or night, and ordered the food to see how it tasted?
 4. How would you like to eat in a restaurant where employees were expected to spend their time cleaning counters and work areas if there were no customers to wait on?

Allow ample time for discussion of these examples. If the word "quality" does not come up, supply it yourself, get a working definition from the class, and help them see that one of the major concerns of a good business is keeping customers by controlling the quality of the product or service they sell.

- Tell students the questions you asked are based on a real business--McDonald's hamburgers. [from Peters and Waterman's "In Search of Excellence," Chpt. 6]
- Define QUALITY CONTROL as making sure a product or service is consistent and reliable. Examples: certain french fries will always taste the same; certain cars can be expected to start the first time; certain companies will always sell products that wear well and fit well. Students could supply brand names.
- Ask students to cite examples from their daily lives of quality control (does not have to be from business). Some examples might be:
 - rewriting a messy report so it is neat,
 - practicing something until you have it down,
 - putting soiled clothes in the laundry rather than wearing them again,
 - taking care of your grooming, or
 - buying one good pair of shoes that will last rather than two cheap pair that will fall apart soon.

Explain that we all practice quality control to some extent, and so do retail stores.

- Hand out ACTIVITY SHEET #47: QUALITY CONTROL CHECKLIST. Have students work in teams of two. They should read each item in the checklist, determine what they would do as Quality Control Specialists in that store, and discuss how quality control applies to the situations on the list.
- Ask students why they should be aware of Quality Control, even as entry-level workers in a retail business. (A possible response is so they can keep an eye on quality in their departments and alert the manager to discrepancies.)
- Remind the class that Alexander's operating policy is "Quality merchandise at the lowest possible price."
- Ask: "How would you expect quality control to be practiced at this store?" Try to get specific examples.

SUMMARIZING ACTIVITIES

- Give the quiz on ACTIVITY SHEET #49. Students should be able to answer eight of the ten questions correctly.
- Have students look or listen for advertising that uses the word "quality" and either bring in the ads, if they are in print, or write them down, if broadcast. Make a display along with the definition of quality.
- Read and discuss the short story, "Quality", by John Galsworthy (available in many literature anthologies). In discussion, ask how adhering to quality was not beneficial to the business involved. Ask students how that business might have survived, and why it did not. This should lead to a discussion of what consumers really seem to want.

OTHER RESOURCES

Peters and Waterman, IN SEARCH OF EXCELLENCE. Read Chapt. 6 for other examples, like the McDonald's citation in the lesson, of how various American companies practice quality control and its effect on that business.

Activity Sheet #47

Name _____

Date _____

QUALITY CONTROL AT A RETAIL STORE

DIRECTIONS. The following are examples of situations that need quality control. Pair up with another classmate, read the situations, then imagine that the two of you are the Quality Control Experts and must tell the store manager how to improve each situation.

1. A carton of sweaters is left on the loading dock in a rain storm.
What do you do with them?

2. In one department, plastic hangers that fell to the floor remained there, causing clutter and a messy appearance.

3. A customer tries on a skirt and the zipper rips out.

4. White tee-shirts on a display rack are soiled on the shoulders where customers have handled them.

5. A customer complains that she is not getting waited on as quickly as she used to in certain departments.

6. There are sales associates standing around chatting in Children's Wear, while two lone employees try to handle sales, stock and register work in Half-Size Dresses, leaving customers untended.

7. A customer returns a pair of shoes because the heel on one broke off the first time she wore it.

8. The Gift Wrapping Desk has been out of shirt boxes for more than a day.

Name _____

Date _____

QUALITY CONTROL QUIZ

DIRECTIONS. Read each statement below. In the blank, print a T if the statement is true, and F if it is false.

- ___ 1. One of the major concerns of good business is keeping customers by controlling the quality of the product or service sold.
- ___ 2. "Quality control" is a way to boss employees around.
- ___ 3. One way a student might exercise quality control in his or her work is by rewriting a messy report.
- ___ 4. "Quality merchandise at the lowest possible price" means the store will sell poorly-made goods just so they can keep the price down.
- ___ 5. Quality control can mean making sure the service customers receive is always helpful and polite.
- ___ 6. Quality control refers ONLY to how good the merchandise looks to the customer.
- ___ 7. The reason an entry-level employee should be concerned about quality control is because he or she will someday be a quality control specialist.
- ___ 8. A store manager is practicing quality control when she removes soiled garments from a display and sells them for 30% off.
- ___ 9. A sales associate is practicing quality control when he calls security about a suspected theft.
- ___ 10. When a coworker helps a new employee find the cafeteria, she is controlling the quality of the merchandise.

Activity Sheet 48: Key

Name Teacher's Key

Date _____

QUALITY CONTROL QUIZ

DIRECTIONS. Read each statement below. In the blank, print a T if the statement is true, and F if it is false.

- T 1. One of the major concerns of good business is keeping customers by controlling the quality of the product or service sold.
- F 2. "Quality control" is a way to boss employees around.
- T 3. One way a student might exercise quality control in his or her work is by rewriting a messy report.
- F 4. "Quality merchandise at the lowest possible price" means the store will sell poorly-made goods just so they can keep the price down.
- T 5. Quality control can mean making sure the service customers receive is always helpful and polite.
- F 6. Quality control refers ONLY to how good the merchandise looks to the customer.
- F 7. The reason an entry-level employee should be concerned about quality control is because he or she will someday be a quality control specialist.
- T 8. A store manager is practicing quality control when she removes soiled garments from a display and sells them for 30% off.
- F 9. A sales associate is practicing quality control when he calls security about a suspected theft.
- F 10. When a coworker helps a new employee find the cafeteria, she is controlling the quality of the merchandise.

NOTES

**WHO CAN I
TURN TO?**



A Student Resource Guide

PROJECT ST★RS

NEW YORK CITY PUBLIC SCHOOLS
JOSEPH A. FERNANDEZ
CHANCELLOR

331

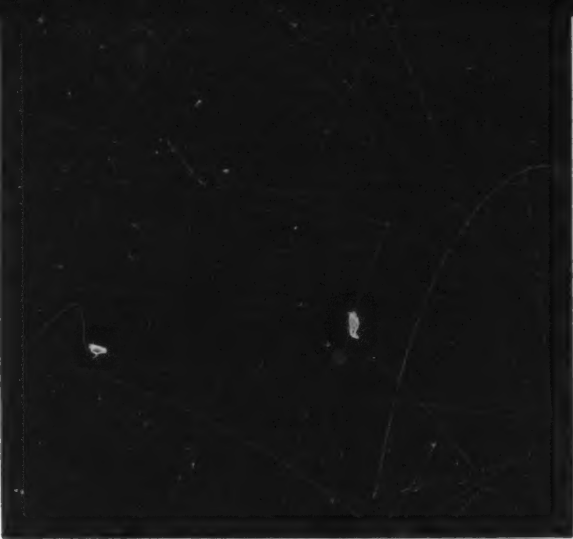


Getting a Job and KEEPING IT

A Curriculum Supplement

PROJECT ST★RS

NEW YORK CITY PUBLIC SCHOOLS
JOSEPH A. FERNANDEZ
CHANCELLOR



COPING WITH CONFLICT

A Curriculum Supplement



PROJECT STARS

NEW YORK CITY PUBLIC SCHOOLS
JOSEPH A. FERNANDEZ
CHANCELLOR

Small Business



Entrepreneurship

A Curriculum Supplement

PROJECT ST★RS

NEW YORK CITY PUBLIC SCHOOLS
JOSEPH A. FERNANDEZ
CHANCELLOR